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ABSTRACT

This document contains the final report of Project PAL (Pennsylvania Adult Literacy), designed to address staff development needs at a Pennsylvania adult literacy center, and three manuals: a tutor training resource manual for use by coordinators in developing a 9.5 hour tutor-training session, a tutor handbook for volunteers, and a coordinator's procedure manual describing general job responsibilities. The final report describes the following activities: coordinator and tutor survey, development of the manuals and evaluative tools, and review of the manuals by coordinators and tutors. Its appendices contain the following: manual tables of contents, tutor survey results, survey instruments, program evaluation instruments, bibliography, and list of contributors. The procedures manual contains the following sections: What is PAL? files and forms, recording attendance, assessment, recruitment and promotion, training tutors, matching students with tutors, reports on tutor training, recognition activities, triannual meeting of coordinators, and indicators of program quality. Contents of the tutor training resource manual are as follows: overview of the workshop, program objectives, definitions, learning styles, learning disabilities, goal setting, effective lessons, cultural diversity, assessing tutor instruction, policy and reporting procedures, tutor and staff development, and a selected bibliography and resource inventory listing 20 published resource materials, books, and videotapes. In the tutor handbook are found the following: program philosophy, the tutor's role, characteristics of adult students, learning styles, instructional strategies, learning disabilities, tutoring tips, student goals checklists, why students drop out, lesson planning, and a selected bibliography listing seven references. Four appendices are included. Appendices A and B contain forms, surveys, and resources referenced in the procedures manual and tutor training resource manual. Appendix C is a publication, "A Learning Disabilities Digest for Literacy Providers," that can be used as a reference for locating more information on the topic. Appendix D is a brief bibliography and list of contributors. (KC)

ED 376 351

Project PAL Resources

Procedures Manual

Tutor Training Manual

Tutor Handbook

353 Special Project
98-4023
CIU 10 Development Center for Adults
Centre County Vocational-Technical School
Pleasant Gap, PA 16823

Peggy Keating-Butler, Project Director
1993-94

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Abstract Page

Title: Project PAL Resources
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Purpose: To address the needs of coordinators, tutors and support staff of the Pennsylvania Adult Literacy (PAL) Program at the CIU 10 Development Center for Adults through the development of three manuals: a Tutor Training Resource Manual for use by PAL coordinators in developing a 9/12 hour tutor-training session; a Tutor Handbook for volunteers; and a PAL Coordinators Procedure Manual describing general job responsibilities.

Procedures: PAL coordinators and tutors were surveyed to assess needs; professional sources on tutor training were reviewed; evaluative tools for measuring program success were reviewed, revised, and developed; resources and ideas among coordinators and tutors were exchanged; materials for manual development were compiled and created; manuals were disseminated to coordinators and tutors for review and assessment.

Summary of Findings: Evaluation of PAL Resources was based on completion of program objectives and on coordinators' (3) and tutors' (15) formative and summative assessments. Project PAL Resources received very favorable reviews by both coordinators and tutors.

Comments: Both the Tutor Training Resource Manual and the PAL Coordinator Procedures Manual were designed to provide specific direction within a context broad enough to allow for individual implementation. However, where necessary--as in discussions on "Recruitment and Promotion" and "Recognition Activities"--issues specific to a particular county are addressed.

Products: Tutor Training Resource Manual; Tutor Handbook; PAL Coordinator Procedures Manual; Final Report.

Descriptors:

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Introduction

PAL Resources is the result of a 353 Special Project to develop three manuals for use by coordinators of the Pennsylvania Adult Literacy (PAL) Program at the Central Intermediate Unit 10 Development Center for Adults.

The three manuals--a **PAL Coordinator Procedures Manual**, a **Tutor Training Resource Manual**, and a **Tutor Handbook**--were developed during program year 1993-94 to address program needs as assessed by PAL Coordinators from Centre, Clearfield and Clinton counties. These coordinators, Barbara Strauss, Carolyn Greco, and Carol Flanigan, respectively, provided generously of their ideas, resources, and time. Without their cooperation, this project would not be possible.

Finally, this report summarizes the procedures in development of PAL Resources, its content and assessments made by both coordinators and tutors. Its intent is to provide other coordinators of tutor programs a discussion on the nature and scope of Project PAL Resources.

A. Statement of the Problem

The DCA operates its PAL Program in Centre, Clearfield and Clinton counties with a coordinator in each. To assure compliance to contract obligations and consistency in program delivery, a Tri-County Coordinator acts as intermediary among all. Phone, fax, and memo are the usual modes of communication among coordinators, but three times a year, coordinators meet to share program innovations, problems, assessments, and/or whatever.

During a tri-annual meeting in October 1992, one coordinator's question about a procedural matter opened a larger discussion: the need for a procedures manual to address just such questions. In the absence of such a procedures manual, practice had been to contact the tri-county or other PAL coordinators for answers on questions about reporting, policy, record keeping, etc. This practice, however, was too often a source of delay and/or unnecessary expenditures through phone calls or fax transmissions. Consensus was immediate: to save time and money, a procedures manual was needed. But this decision raised another question:

What should it contain?

Since the PAL coordinator's main role is to train volunteer tutors to be matched with students, an obvious component, (beyond day-to-day program maintenance) to include would be one on how to train volunteers. Although the DCA's veteren coordinators--Carolyn Greco, Barbara Strauss, and Carol Flanigan--perceived themselves to be well informed in this area, they attributed their expertise to the trial and error of experience and, of course, to ongoing participation in staff development and training. Initially, each had received only minimal on-hands training from outgoing coordinators--a not unusual scenario in any workplace--and had had to rely heavily on those extant documents pertinent to the task at hand: the PAL program's funding proposal to the state and the Volunteer Training Project, a 353 Special Demonstration tutor training program developed by Edith Gordon in 1984.

The Volunteer Training Project has been and is yet a staple in the DCA's PAL Program; however, the DCA's coordinators saw an opportunity to expand on Ms. Gordon's project (which is specific to training volunteers who tutor students within the 5-8 skill level) with a general 9-12 orientation program. Again, keeping the new PAL coordinator in mind, the group saw a need for an instructional approach, as in a procedures manual, but relative to training tutors. Thus, the idea of a separate training manual evolved. And, finally, as an extenstion of these ideas, the coordinators agreed that the tutors themselves should have a reference source, or a handbook, to take away with them after the training session.

B. Goals and Objectives

An outcome of the PAL coordinators' meeting was the decision by Tr County Coordinator, Peggy Keating-Butler, to undertake the project outlined above with the assistance of Centre, Clearfield and Clinton couties' coordinators and funding through a 353 Special Demonstration Project. As previewed in a mini-grant proposal drafted for this purpose, Ms. Keating-Butler completed the following objectives:

a. Compiled and created a Tutor Training Resource Manual for use by PAL coordinators and their support staff in developing tutor training sessions.

b. Compiled and created a Tutor Handbook for use by volunteer tutors.

c. Wrote a PAL Coordinators Procedures Manual describing job responsibilities in detail.

d. Wrote a final descriptive report summarizing the manuals' content and assessments of content made by coordinators (and by tutors, when applicable.)

C. Procedures to Explore the Problem

As proposed project director, Ms. Keating-Butler completed the following procedural components for meeting the above-stated objectives:

a. Created criteria by which to assess the final projects through questionnaires, polling PAL coordinators and active tutors on their standards for resource tools. Derived other standards from the current year's proposal to the State, the National Literacy Act, and the proposed amendments to the Pennsylvania's State Education Plan.

b. Coordinated resource and idea exchanges (staff meetings, correspondence, etc.) among PAL coordinators and tutors in Centre, Clinton, and Clearfield counties for development of a Tutor Training Resource Manual and a Tutor Handbook.

c. Reviewed timely journals, government documents, and other professional sources on adult education topics for reference in developing manuals.

d. Reviewed and revised as necessary those evaluative tools for measuring program success (e.g., data sheets, report forms, student surveys) included in the PAL Coordinators Procedures Manual.

e. Created and compiled materials for inclusion in the Tutor Training Resource Manual, the Tutor Handbook, and the PAL Coordinators Procedures Manual.

f. Disseminated copies of all manuals to Centre, Clinton, and Clearfield PAL coordinators and copies of the Tutor Handbook to a sample group of active tutors for review and assessment.

g. Wrote a final descriptive report summarizing manual contents and assessments.

D. Project Objectives: Positive Outcomes

All stated above, objectives where met and rated with high success (as will be later discussed). Following is a description of each manual's content and activities (in addition to or in further explanation of those procedures listed above) leading to its development.

a: Tutor Training Resource Manual

Setting Parameters for the Orientation Training

The Tutor Training Resource Manual was by far the most difficult manual to write. First, parameters of the orientation training had to be defined. To define these, Ms. Keating-Butler undertook the following:

1. A visit to each county's PAL Program to observe a tutor training session.

2. A review of all those resources used for development and implementation of the coordinator's training session.

3. A comparative analysis of training presentation and content (resources included) to determine common and crucial elements.

4. An ongoing exchange of ideas among coordinators through phone, fax and memo.

The described evaluation pointed to key elements for the proposed training manual: discussion on learning styles, learning disabilities, the importance of goal setting, plans for an effective lesson, and more (see Appendix A for complete listing of topics as outlined in Table of Contents). However, this evaluation also indicated an obvious limitation of the orientation sessions: their exclusion, for the most part, of subject and skill-specific tutor strategies. The time constraints of a 9-12 hour training program simply prohibited any inclusive look at these strategies. Likewise, PAL coordinators were in agreement that such specific instruction was best saved for follow-up workshops to be attended only by those tutors currently working in the subject and skill level to be reviewed. (Workshops of this nature held in the past relied heavily on the subject/skill level discussion presented in Edith Gordon's Volunteer Learning Project.)

Once the scope of the training had been determined, Ms. Keating-Butler had to decide on the nature and depth of explanation to be provided in the manual.

The Nature and Depth of Training Topics

As stated above, both the procedures and tutor training manuals were conceived with the new PAL coordinator in mind. This target audience was perceived as having no prior background in training tutors. As to the reader's background in adult education theory and practice, again, prior knowledge was not assumed. Beginning with these assumptions led the project director to the general premise of the Tutor Training Manual: it should provide the new coordinator direction for both developing a background on essential topics and for developing an orientation training complete with workshop resources. Additionally, the manual should be user-friendly: not over long or excessive in its bibliography of sources for further reading.

To accomplish this, the project director first selected a core of excellent and readable sources to discuss within the narrative of the manual itself. These were identified as 'must read' sources and presented as part of the training provided by the manual (and included with other helpful resources in "Seclected Bibliography and Inventory of Useful Rescurces.")

To address the new coordinator's need for a orientation workshop plan, the manual provides not only an overview on each important topic but also suggestions for how to present the topic. **(For an overview of these topics, see Appendix A which contains the table of contents for each manual.)** Finally, appendix item--handouts, material for overheads, etc.--put the necessary resources immediately into the coordinator's hand. And though the manual provides comprehensive material for a presentation, it is not meant to dictate any particular use of workshop resources. Coordinators are urged in the introduction to "Choose ones you like, disregard others, or create your own."

b: Tutor Handbook

A Note on Sources

Prior to the completion of this project, PAL coordinators had distributed handout materials to their tutors, supplimenting discussions held during training. Coordinators had each used their preferred materials, and all were pooled for evaluation. This pool of handouts, generally adapted from staff development materials (Fall Workshops, PAACE Mid Winter Conference, etc.), covered an array of topics and applications, from general background discussion on learning disabilities to specific strategies for tutoring reading. Developing the Tutor Handbook, then, became a matter of merely compiling and further adapting materials already in use or on hand.

Unfortunately, the orgin of many of these resources has been lost in progressive translations. However, when available, specific sources have been indicated at page end, and a preface to the Handbook acknowledges the general source of all other materials--the community of Pennsylvania's adult educators.

Considering Audience and Purpose

As mentioned above, most of the material included in the Handbook have been adapted from professional sources for presentation to the new tutor, or lay person. However, audience consideration extends beyond word choice and/or scope of explanaton; it must address the reader's need or purpose for the information. In selecting materials to include, the project director first needed to assess the role the Tutor Handbook, as a component of the orientation training, was to play.

Design Flaws in the Tutor Survey

To determine the Handbook's role, a survey was designed **(see Appendix B for the survey and results)** listing both possible topics and methods or modes of delivery for these topics. Topics were listed vertically on the page and modes ran horizontally across the top. The purpose of this survey was not so much to determine topics for inclusion in the training, as these had already been determined through consultation with other coordinators and were even presumed by virtue of their listing on the survey, but to determine the best modes for presenting these topics. Examples of modes included a training session, tutor manual, private consultation, workshops, directed self-study, other methods (to be described by tutor), and a 'Topic Not Necessary' heading to cover all contingencies.

As a representative sampling, 45 surveys were disseminated among current tutors serving in Centre, Clinton and Clearfield counties. Of that number, 31 responded. A design flaw of the survey became apparent when the responses were reviewed. In explanation:

- In a cover letter attached to the survey, respondants were directed to "Check one or more of the methods that you believe would be best suited to the topic." Many, almost half, checked only one method or mode of delivery per topic, while the remaining majority marked more than one and, in numerable instances, several modes per topic.

Directing respondants to "check one or more" methods was a design error since one individual's selection of one mode could not then be weighted against another's selection of several modes. Therefore, each pairing of topic and mode had to be counted without regard to the total number of respondants (31).

Survey input helped to direct decisions for including topics in the Tutor Handbook. Generally, the Handbook includes information beyond what was perceived by respondants as necessary.

c. PAL Coordinator Procedures Manual

Rationale for Manual Organization and Content

Perhaps the least difficult to develop and write, although the most lengthy, was the Procedures Manual. The most conspicuous question in the writer's mind in developing this manual was "How should it be organized?" The answer: Present the material in the order that a new PAL coordinator would most likely use it. (For a look at this order and a listing of chapter contents, see Appendix A.)

The manual begins with a guide to its layout, continues with background and a definition of the PAL Program, and then enters into its first discussion on procedures with "Digging into Files and Forms." The content in this chapter and some others is basically generated through explanation of the forms to be found in both students' and tutors' files. These forms appear as bold subheadings followed by a letter and number for locating sample forms in the appendix.

This instructional design is particularly suitable for addressing the needs of the intended audience--coordinators who need adequate direction provided in a context broad enough to allow for individual implementation. At the same time, the manual addresses issues specific to each county as is demonstrated in the chapter "Recruitment and Promotion" in which newspapers, radio stations (and their talk shows), cable stations and social service networks are listed for each county. Likewise, the chapter "Recognition Activities" contains information specific to the county as in newsletters and recognition events.

Addressing Indicators of Program Quality

In Section C, "Procedures Employed to Explore the Problem," a review of such procedures included:

d. Review and revise as necessary those evaluative tools for measuring program success (e.g., data sheets, report forms, student surveys) to be included in the PAL Coordinators Procedures Manual.

A standard by which to "review and revise" the evaluative tools used in the PAL Program was found in *Indicators of Program Quality* as defined by the Pennsylvania Department of Education.

The listing of measures and standards specific to Indicator 9: "Programs have an ongoing relationship with volunteers or tutors" were used to revise and, in many instances, develop evaluative instruments for the PAL Program. Instruments newly developed for use as evaluative tools outside those necessary for evaluating PAL Resources include a **Service Check-up Survey** (for students to assess tutor competence), **a Workshop Assessment--Session 1 & 2** (for tutors to assess PAL coordinator competence), and a **Tutor Assessment Survey** (a self-assessment instrument for the tutor). Samples of all three are include in Appendix C.

In addition to its use as a criterion for creating evaluative tools, *Indicators of Program Quality* also served as a basis for the ending chapter in the Coordinator Procedures Manual, wherein measures and standards are listed and followed by explanation on how these are addressed by the PAL Program.

d: The Final Report

This document reveals itself.

E: Evaluation Instruments and Results

A Look at the Nature of the Instruments

Evaluation instruments developed for PAL Resources include a **PAL Resources Project Evaluation** and a **Tutor Handbook Assessment**. (See Appendix D for examples.) The PAL Resources Project Evaluation, developed for PAL coordinator assessments, contains three parts: one for assessing the Procedures Manual, one for the Tutor Training Resource Manual, and one for the Tutor Handbook. The Tutor Handbook Assessment is a separate instrument developed for a separate audience: the tutor.

Both instruments direct the reader to some portion of the manual and then pose a question. For example:

> **Read the table of contents for the PAL Coordinator Procedures Manual (blue cover).**
>
> 1. Is the scope of discussion previewed in the contents what you had expected?
>
> Yes_____ Mostly_____ Somewhat_____ No_____
>
> If you answered Somewhat or No: Please identify topics not included that you believe should be.
>
> ____
>
> ____
>
> ____

Providing four instead of the usual five range of responses was a deliberate choice to force the respondant's hand for either a vote of approvement or disapprovement. Too often, this writer believes, individuals assessing a product or presentation use the middle ground, or the average rating, as a haven against hard commitment.

As is indicated, a rating of *Somewhat* or *No* elicits a written response to further commit the respondant to the evaluation at hand.

The rationale behind the concluding assessment is somewhat different. Here the typical range of responses has been extended to six: Poor, Somewhat Adequate, Adequate, Good, Very Good, and Excellent. The rationale for this is that the sum is not so easily dissected as are the parts.

Evaluation Results: *PAL Resources Project Evalution*

A completed project was disseminated to PAL coordinators in Centre, Clearfield and Clinton counties. Below is a breakdown of their responses.

Coordinator One:

Part One	Questions 1-5	Yes	Overall Rating:	Excellent
Part Two	Questions 1-5	Yes	Overall Rating:	Excellent
Part Three	Questions 1-4	Yes	Overall Rating:	Excellent

Coordinator Two:

Part One	Questions 1-5	Yes	Overall Rating:	Excellent
Part Two	Questions 1-5	Yes	Overall Rating:	Excellent
Part Three	Questions 1-4	Yes	Overall Rating:	Excellent

Coordinator Three:

Part One	Questions 1-5	Yes	Overall Rating:	Excellent
Part Two	Questions 1,2,3,4,	Yes	Overall Rating:	Very Good
	Questions 5	Mostly		
Part Three	Questions 1	Yes	Overall Rating:	Good
	Questions 2,3,4	Mostly		

As in evident from the results outlined above, Project PAL Resources received a very favorable review from the county coordinators. Coordinator Three provided explanation when choosing *Mostly.* Following are the questions with explanations provided.

Part Two: Question 5

The Training Manual provided ideas for activities and resources (handouts and overheads) for use by the new coordinator in developing his or her first training workshop. Where these adequate in number and scope?

Response: Workshop activities provided in the manual were basically relevant to Learning Disabilities and Styles. Other topics did not receive equal attention.

Part Three: Question 2

The Tutor Handbook was developed to support the material presented in the orientation training. Even so, it should stand as a viable resource separate from any instructional training. Are you satisfied that this handbook would have significance beyond its value as support material for the training workshop?

Response: Discussions provided were generally self-contained; however, the discussion on Learning Styles leaned too heavily on its reference to other sources for explanation.

Part Three: Question 3

Is the Handbook appropriate in length and in level/scope of discussion for its intended audience?

Response: Generally, yes, with the exception of discussion on Learning Styles (see above).

Part Three: Question 4

Is its [Tutor Handbook] layout visually appeally?

Response: I would add more visuals.

Evaluation Results: *Tutor Handbook Assessment*

A separate survey was developed for use by tutors in evaluating the Tutor Handbook. Here it is appropriate to note a program design flaw in the use of this survey.

The Tutor Handbook was designed to provide a hard copy of those topics discussed in the orientation training as well as provide applicable skills for use in tutoring. Therefore, much of the content follows those topics as outlined in the Tutor Training Resource Manual. Additionally, the Handbook was intended to "stand as a viable resource separate from any instructional training." Even so, the appropriate context for review of this Handbook would be as a component of the larger training. However, the program design did not incorporate this context into the evaluation component of the project, as seen below:

f. Disseminate copies of all manuals to Centre, Clinton, and Clearfield PAL coordinators and copies of the Tutor Handbook to all active tutors for review and assessment.

The intial design specifies that the Handbook be disseminated to all active tutors and does not require their participation in a pilot training to provide the proper context for evaluating the Handbook. Additionally, it specifies dissemination to "to all active tutors"--an unrealistic requirement as perceived by both the project director and PAL coordinators at the time of implementation. In May 1994 the PAL Program had 64 active tutors (this number does not include those trained during the program year but at that time unmatched). A more realistic sample number decided upon by both project director and coordinators was 15 or 5 for each county. Coordinators agreed to distribute the manuals to those tutors perceived as competent and discriminating. Results of the Overall Rating are shown below:

Results of Overall Ratings by Tutors on the Tutor Handbook

Question 1: Look at the Table of Contents. Are the topics covered, as previewed in the contents, ones that you think will be helpful?

15 respondants answered -- Yes

Question 2: Are there topics not included that you had expected to find?
Topics included were ones I expected_______(Check if true).
Topics that I expected are missing_______Please identify these topics.

____

____

____

13 respondants answered "Topics included were ones I expected."
2 answered "Topics . . . are missing."

Comments on missing topics:
"Not enough on beginning reading."
"I'd like to have more information on why studenty drop out."

Question 3: Generally, do the topic discussions provide you with adequate information or direct you where to look for further investigation?

11 respondants anwered -- Yes
4 answered -- Mostly (No comments)

Question 4: Is the Handbook visually appealing?

13 respondants answered -- Yes
2 answered -- Mostly --"You need more pictures."

Question 5: Was the content easy to read and understand?

12 respondants answered -- Yes
3 answered -- Mostly--"Not enough info on Learning Disabilities to really understand it."

"General Tips to Help Students" was very good, but some of the tips need examples--for example, how does someone teach a student "error monitoring"?

Question 6: How would you rate this Handbook? (Circle one)

Poor Somewhat Adequate Adequate

Good Very Good Excellent

Respondants answering:

Good = 3
Very Good = 7
Excellent = 5

General comments included:

"I found the strategies for students with learning difficulties to be particularly helpful."
"The Goals Checklist helps a lot"
"I'm interested in the bibliography sources and am going to check some out."

F: Dissemination

Project PAL Resources and this final report have been duplicated 11 times and submitted to the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education Programs, 333 Market Street, Harrisburg, PA, 17126-0333. Copies of this report and the product it discussed may be obtained through AdvancE by calling (800)- 922-2283.

G. Conclusion

By its nature, Project PAL Resources should not be seen as a final product but as a completed step in an on-going process. It should be a dynamic, ever-adapting resource, one that addresses the everchanging roles of the PAL Coordinator and the growing insights of professionals in the field of adult education. To remain a meaningful resource, PAL Resources should be regularly updated to include the new and delete the old or non-useful.

Appendix A

Tables of Contents for

PAL Coordinator Procedures Manual

Tutor Training Resource Manual

Tutor Handbook

Procedure Manual
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Appendix B

Tutor Survey and Results

	TRAINING SESSION (✓)	TUTOR MANUAL (✓)	PRIVATE CONSULTATION (✓)	WORK SHOPS (✓)	DIRECTED SELF-STUDY (✓)	OTHER METHOD (DESCRIBE)	TOPIC NOT NECESSARY
Characteristics of an effective tutor	12	14	2	10	4		
Characteristics of the adult learner	12	6	2.	10	6		
How do we learn?	8	10	4	4	8		
Learning disabilities or differences	12	4	2	12	4		
Sensory loss (hearing or seeing impaired)--how it affects the adult learner	10	2	6	14	4		
Appreciating cultural differences and using them with your tutoring	4	8	0	4	8		
General tutoring strategies	12	10	2	12	2		
Tutoring strategies specific to a skill level (beginning reading) or area (English as a second language)	10	6	0	12	2		
How to plan an effective lesson	8	6	4	12	4		
Monthly reporting procedures	4	4	8	2	8		
Materials/resources review	16	4	2	8	4		
Your suggestion?							

Numbers indicate the TOTAL
Tally of responses in each
block.

Appendix C

Evaluative Instruments
Developed for Use Within the PAL Program

Service Check-up Survey

Workshop Assessment--Session 1 & 2

Tutor Assessment Survey

Service Check-up Survey

Student Name______________ Date__________________
Student's tutor_____________

1. Do you and your tutor set both short and long-range goals? (For example, a short-range goal might be a goal to complete during a session, and a long-range goal might be something that takes longer, like passing your driver's exam or the social studies test of the GED.)
Yes______ No________ Explain________________________________
____

2. Give an example of a short or long-range goal you have already met.
____

3. Give an example of a goal you want to meet. ____________________
____

4. Are you making progress toward your long-range goals?
Yes______ No________ Explain________________________________
____

5. How long do you think it should take you to meet this goal? _________
____

6. Are your lessons (check one) too hard ___ too easy __ just right ___.

7. Do you always work out of books, or do you do other activities, too.
Yes, we always work out of books_____ We do other activities, too ___
Give an example of such an activity____________________________

8. Do you enjoy your tutoring sessions? Yes_________ No___________
Explain ____

9. Can you suggest a way to make you tutor sessions better?___________
____

10. Do you want to continue working with your present tutor? Yes___
No_____ Explain_____________________________________

Date of next Service Check-up_________________________________

Workshop Assessment
Session 1

1. Has the training, thus far, met your expectations? Yes____

No_______ Explain:____

____

____

____

2. What topics not included on the agenda would you like to cover?

- ____
- ____
- ____

3. Of the topics covered, what areas do you think require more discussion?

- ____
- ____
- ____

5. How would you rate the content and presentation of the material presented in session one? (Circle one)

Poor Somewhat adequate Adequate

Good Very good Excellent

Workshop Assessment
Session 2

1. Were topics reviewed during this session that you requested on the Workshop Assessment from Session 1?

Yes _____ Yes, but not to my satisfaction _____
No _____ I didn't make such a request ______

2. Did Session 2 of this Orientation Training/Workshop meet your expectations? Yes _______

No______ Explain ____________________________________
____
____
____

3. Do you believe that this training and a personal consultation with the PAL Coordinator on materials and methods for instructing in your student's subject and skill level will prepare you to begin a tutoring program? Yes _____

No______ Explain ____________________________________
____
____
____

4. How would you rate the content and presentation of Session 2? (Circle One)

Poor	Somewhat adequate	Adequate
Good	Very good	Excellent

Tutor Assessment Survey

Name_____________________ **Date**___________________

1. Have you been a tutor for six months or longer?

Yes ________ No _______

If, Yes, have you been given an opportunity to attend a training workshop (in addition to the orientation training)?

Yes ________ No ______

2. Has the PAL Coordinator been available to answer questions or to meet for consultations with you when necessary?

Yes _________ No________

3. Has your student been making progress overall?

Yes _________ No ________

If, No, why do you think your student is not progressing as he/she should? ____
____
____
____
____

4. Self Assessment (Use opposite side)
a. What instructional methods have worked well for you?
b. In what areas do you need more information, instruction, and or resources in order to better assist your student?

5. Would you like to continue tutoring your present student?

Yes __________ No __________

Explain briefly____
____
____
____

Appendix D

Program Evaluation Instruments

PAL Resources Project Evaluation Handbook Assessment

PAL Resources
Project Evaluation

This evaluation has been devised to assist you in generating comments, suggestions and criticisms. Questions are derived from a part-by-part examination of the project. Please follow the directions in boldface and then answer relevant questions.

Read "What is PAL Resources." (The first two pages.)

PART ONE: Evaluating the Procedures Manual

Read the table of contents for the *PAL Coordinator Procedures Manual* (blue cover).

1. Is the scope of discussion previewed in the contents what you had expected?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Please identify topics not included that you believe should be.

____

____

____

Read "Guide to Procedure Manual Layout."

2. Is the organizational plan, as described, a logical one?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: What appears problematic with the plan as described.

____

____

____

Read the *PAL Coordinator Procedures Manual.*

3. Overall, were you satisfied with the content and presentation?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Generally, identify areas that need improvement.

____

____

____

4. Forms were identified in bold italics and examples included in Appendix A. Was discussion of these forms adequate for understanding their purpose and use in the program?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Explain generally, or with specific example, how discussion of these forms could be improved.

____

____

____

5. The PAL Coordinator's responsibilities were characterized by chapter headings and then identified and discussed within subheadings. Procedures for fulfilling these responsibilities were outlined in general discussion. Was this discussion clear and specific enough to direct a new coordinator's activities?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Explain generally, or with specific example, discussions that lacked lacked clarity or specificity.

6. How would you rate this manual? (Circle one)

Poor Somewhat Adequate Adequate

Good Very Good Excellent

Further Comments: (Please use opposite side.)

Part Two: Evaluating the Tutor Training Resource Manual

Read the table of contents for the *Tutor Training Resource Manual* (pink cover).

1. Is the scope of discussion previewed in the contents what you had expected?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Please identify topics not included that you believe should be.

____

____

____

Read "An Introduction to this Resource Manual" and "The PAL Tutor Training Workshop: An Overview."

2. Is the Training Manual's purpose and design (as described in the "Introduction" and "Overview") appropriate for directing a new coordinator in the development of a tutor orientation training.

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Please explain problems you might anticipate with this purpose and/or design, or comment generally on any insights you have.

____

____

____

Please read the *Tutor Training Resource Manual.*

3. Overall, did the manual's content (discussion and appendix items) fulfill its purpose and design as previewed in the "Introduction" and "Overview?"

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Explain generally, or with specific example, how the manual's purpose and/or design did not reflect that which was previewed.

____

____

____

4. Were the topics suggested for inclusion in the tutor orientation training appropriate?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Identify topics you found to be inappropriate for a 9- to12-hour orientation training.

____

____

____

5. The Training Manual provided ideas for activities and resources (handouts and overheads) for use by the new coordinator in developing his or her first training workshop. Were these adequate in number and scope?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: What topic areas needed more activities/resources?

____

____

____

6. 6. How would you rate this manual? (Circle one)

Poor Somewhat Adequate Adequate

Good Very Good Excellent

Further Comments: (Please use opposite side.)

Part Three: Evaluating the Tutor Handbook

Read the table of contents for the *Tutor Handbook* (yellow cover).

1. Is the scope of discussion previewed in the contents what you had expected?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Please identify topics not included that you believe should be.

____

____

____

Read the Tutor Handbook.

2. The Tutor Handbook was developed to support the material presented in the orientation training. Even so, it should stand as a viable resource separate from any instructional training. Are you satisfied that this handbook would have significance beyond its value as support material for the training workshop?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Explain generally or specifically where improvements could be made.

____

____

____

3. Is the Handbook appropriate in length and in level/scope of discussion for its intended audience?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Explain generally or specifically where improvements could be made.

____
____
____

4. Is its layout visually appealing?
Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Explain generally or specifically where improvements could be made.

____
____
____

5. How would you rate this manual? (Circle one)

Poor Somewhat Adequate Adequate

Good Very Good Excellent

Further Comments: ______________________________________
____
____
____
____
____

Tutor Handbook Assessment

This Handbook has been developed in support of yur orientation training. Will you please take the time to help our program by filling out this evaluation form?

1. **Look at the Table of Contents**. Are the topics covered, as previewed in the contents, ones that you think will be helpful?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: What topics do you think will not be helpful and why?____

____

____

2. Are there topics not included that you had expected to find?

Topics included were ones I expected.______ (check if true).
Topics that I expected are missing______. Please identify these topics__

____

____

____

After reading the Handbook, please answer the following questions.

3. Generally, do the topic discussions provide you with adequate information **or** direct you where to look for further investigation?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: What topics require further discussion or further direction?

____

____

____

4. Is the Handbook visually appealing?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Provide a suggestion for improving its visual appeal.

____

____

____

5. Was the content easy to read and understand?

Yes_____ Mostly_____ Somewhat_____ No_____

If you answered Somewhat or No: Identify those discussions that were problematic.

____

____

____

6. How would you rate this Handbook? (Circle one)

Poor Somewhat Adequate Adequate

Good Very Good Excellent

Further comments or suggestions:______________________________

____

____

____

Appendix E

Bibliography and Contributors

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What is Project PAL Resources?

PAL Resources is the result of a 353 Special Project to develop three manuals for use by coordinators of the Pennsylvania Adult Literacy (PAL) Program at the Central Intermediate Unit 10 Development Center for Adults. The three manuals--a **PAL Coordinator Procedures Manual**, a **Tutor Training Resource Manual**, and a **Tutor Handbook**--are collected here, within one binder, for convenience but can be removed and used individually. Each manual has a separate table of contents and introduction explaining its scope and nature.

Appendices

The appendices for both the Procedures Manual (Appendix A) and the Resource Manual (Appendix B) have been separated from their adjacent texts and located together in the back. Appendix C is a government publication entitled "A Learning Disabilities Digest for Literacy Providers." It has been reproduced here in its entirety for use as a key reference for locating more information on the topic.

The appendices contain forms, surveys, instructions, etc., used in daily operations as well examples of products and procedures relevant to the PAL coordinator's work. Appendix items are arranged in the back in order of their reference in the text and labeled numerically. (Remove the appendix items specific to the manual you are reading for easy reference.) Appendix items are introduced in the text in two ways: as italicized sub-headings or in bold type within the running text. In either case, these items are followed with a letter/number code.

Staff Handbook and Other Existing Resources

To avoid needless repetition, not every set of instructions, form, or other document that the PAL Coordinator will use is discussed in these manuals or included in the appendices. Many such documents are common to all program staff and as such are included in the **Staff Handbook**. Therefore, when reviewing the manuals in PAL Resources, be certain to have the Staff Handbook nearby for easy examination. Likewise, PAL Resources will often refer you to other existing resources for indepth discussion on topics relevant to adult education. Those resources introduced within the running text have been selected for their excellence and should be considered part of the training provided by these manuals.

Finally, the purpose of PAL Resources is to provide PAL Coordinators with both the scope and particulars of their program responsibilities. Of course, not all particulars--directions for filling out forms, etc.,--can be included here. However, the manuals should direct you where to look for such information.

Content Overview of PAL Resources

(A table of contents previews each manual.)

PAL Coordinator Procedure Manual

Tutor Training Resource Manual

Tutor Handbook

Appendix A
Sample forms referenced in the PAL Coordinator Procedure Manual

Appendix B
Sample forms and resources referenced in the Tutor Training Resource Manual

Appendix C
A Learning Disabilities Digest for Literacy Providers

Appendix D
Bibliography and Contributors

PAL

Coordinator Procedures Manual

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Guide to the Procedure Manual Layout

This manual has been organized to address your most immediate questions first. As a new PAL Coordinator, you must aquaint yourself with procedures for day-to-day and monthly record keeping. You'll also need to access files on current students and tutors to review their past and ongoing activities.

Forms and procedures are introduced in the text as you will most likely encounter them as a new PAL Coordinator. Form titles appear in italicized bold print followed by a brief description of their purpose and use in the program. (Samples of these forms appear in Appendix A.) The PAL Coordinator's responsibilities are characterized by chapter headings and then identified and discussed within subheadings. Procedures for fulfilling these responsibilities are outlined in general discussion to allow for individual adaption.

The chapter "Training Your PAL Tutors" provides an overview of the more thorough discussion developed in the ***Tutor Training Resource Manual***.

What is PAL?

The Pennsylvania Adult Literacy (PAL) Program provides literacy education (grade levels 0-4 and 5-8) through classroom instruction and volunteer tutoring to adults in Centre, Clearfield and Clinton counties. A PAL tutor can be matched one-on-one with his or her student and assigned a weekly meeting time, or the tutor can work in the ABE/GED classroom, providing assistance on request to those students in attendance.

This Procedures Manual will outline your responsibilities and direct your activities as a PAL Coordinator of our volunteer tutoring program.

Program Funding and Contract Obligations

The CIU 10 Development Center for Adults presently receives funding for some 35 programs servicing our three-county area: Centre, Clearfield and Clinton counties. An annual update on these programs is provided in a Program Summary (not indexed here; check office for a copy) that lists budget amounts and funding sources. PAL is funded through the Pennsylvania Department of Education with state funds as promulgated by ACT 143.

Each program year (beginning July I and ending June 30), the director for the Development Center submits to the state a proposal for PAL funding. In this proposal, our agency commits to training a specific number of tutors and servicing a specific number of clients. (Keep a copy of the current proposal for easy reference.)

As future funding is dependent upon past performance, meeting and, if possible, exceeding these contract obligations are imperatives for the PAL Program Coordinator.

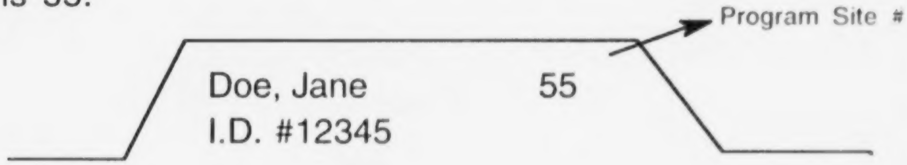
Digging into Files and Forms

Your Access to Records on Tutors and Students

Student Files

In keeping with our contract proposals, student files must be made available for audit by the state and so must reflect accurate and current information on our services to the student.

Files are maintained on all program participants and each file can be identified on its tab by student name and Program Site (PS) number. As is shown below, the Program Site number for PAL is 55.



In many cases, the PAL student is someone who is already enrolled in our Adult Basic Education or ABE program, is having difficulty with the subject matter, and is in need of one-on-one assistance. In this case, the student will have two files--one that records the student's acitivity in the ABE program and one that records activity in the PAL program. Only the PAL Coordinator will maintain data in the PAL file. Any ABE instructor who works with the student in class can record information in the ABE file.

The number that appears below the student's name corresponds with the identification number stamped on the bottom right corner of the Student Intake/Data Form. The information provided on this intake enrolls the student in the program, and for every student enrolled, a Student Intake/Data Form must be sent to Harrisburg.

A Look Inside Student and Tutor Files

Student Intake/Data Form (A1)

The Student Intake/Data Form (or Intake Form) is filled out by the program instructor when the first contact is made with a new student. At month's end, the first copy of this five-copy form is submitted to the state with the month's attendance sheet. Your instructions sheet for the Intake Form (See Staff Handbook) will cover procedures for filling out the forms.

You will also find included in the student's file an Independent Education Program/Teacher Record of Impact Data or the I.E.P./T.R.I.D. form.

The I.E.P./T.R.I.D. Form (A2)

The I.E.P/T.R.I.D. will provide you the history of the student's educational program since enrollment. Here you will find initial assessment scores and post-tests scores. Below this information is space for the instructor to keep record of books provided, contacts made, assignments given and, generally, any commentary relevant to the student's progress. This information must be accurate and ledgible for unannounced audits.

When the student completes the program or stops participating for whatever reasons, the instructor fills out the reverse side of the form providing impact data. This is referred to as "triding the student." The T.R.I.D. form provides an in-house record on a student's status as current or terminated.

This information becomes crucial at the end of the program year when we report our year's statistics to the state. These stats include the number of people enrolled, the number of successful completions, the number of continuations, and the number of early separations, or those who drop from the program before showing improvement. This information is transferred from the T.R.I.D. form at the end of the program year to the last copy of the Student Intake/Data Form, and you can gather more information on this transferral from the Intake Form Instructions Sheet (See copy in Staff Handbook).

In addition to the Intake/Data Form and the I.E.P/T.R.I.D form, the student file will contain completed assessments and assignments that the student wants to retain.

Tutor Files

Adult Literacy Program/Staff Data Form (A3)

Just as you enroll a PAL student by filling out a Student Intake/Data Form, you must also enroll the tutor. For this purpose, an Adult Literacy Program/Staff Data Form is used.

The form has two sections: Section One: Staff Identification is to be fill out at the time of the tutor's enrollment. Section Two: Staff In-service Training is not to be filled out until the close of the program year. Unlike the Student Intake Form that has five copies, the Staff Data Form has only two, and the form is kept intact inside the tutor's file until the program year's end (June 30) when the top copies are sent to Harrisburg. (Directions appear on the back of the form.)

Statement of Confidentiality (A4)

At the time of enrollment, you must secure from your tutor a signed Statement of Confidentiality. This statement and the remaining copies of the the Staff Data Form are the only forms included in the current tutor's file. More comprehensive information can be found on the volunteer tutor in the PAL Current Tutors Notebook.

PAL Current Tutors Notebook

This notebook puts the current year PAL Program in the palm of your hand. Herein you can easily track the activity of current tutors and the students they assist. Below are explanations on the materials to be found in this notebook.

Project Adult Literacy: Tutor Information Sheet (A5)

Volunteer tutors are referenced by last name, and on each you will find a Tutor Information Sheet which provides such information as the volunteer's address/phone, volunteer experience and educational background. Also included on this sheet are volunteers' preferences on subjects to tutor, times, etc., as well as whether they prefer to work as a classroom tutor or to be matched for a weekly one-on-one session.

Track Sheet (A6)

On the Track Sheet, the Coordinator keeps record of those meeting dates between student and tutor and notes pertinent to overseeing student/tutor progress. The Track Sheet also provides the student's initial assessment scores, post-test scores and (if applicable) GED scores.

When the tutor **is not matched with one student** but works with a number of different students in a classroom situation, no Track Sheet is necessary. Instead, you can create a log on which you record the names of students the tutor has worked with and dates of their meetings.

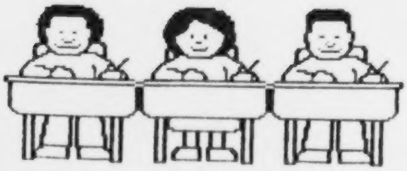
Service Check-up Survey (A7)

The Service Check-up Survey is a questionnaire periodically administered to students matched with tutors. It provides the coordinator with the student's assessment of his/her tutoring program. This questionnaire can be given orally or filled out by the student but it **must be administered by the PAL Coordinator and not the tutor**. Current check-ups are kept in the Current Tutors Notebook while past check-ups can be kept in the student's file.

The Service Check-up Survey should be administered initially three months after the student and tutor are paired and then at intervals of six months. Of course, problems identified by the student can then be attended to by the coordinator.

Now that you've been introduced to PAL student files and to the Current Tutors Notebook, let's look at procedures for recording attendance.

Recording Attendance for Students and Tutors



Student Attendance

Adult Literacy Program Attendance Record (A8)

Instructors and coordinators of our various programs must keep an accurate record of those students in attendance. Both the six-digit Program Number that identifies a program's funding source (See Program Summary in *Staff Handbook*) and two-digit Program Site Number must appear on your monthly Attendance Record.

NOTE: Those students enrolled in both the PAL and ABE programs will appear on two attendance forms.

As indicated on the sample copy, attendance is recorded as the number of hours that the student/tutor pair met on any particular day. The Attendance Record must be turned into the office at month's end along with the top copy of the Student Intake/Data Form on a new student. **Student names appearing on your attendance record for the first time must be accompanied with the Student Intake/Data Form.** These top copies will be sent to Harrisburg in verification of our enrollment numbers. The remaining copies will be kept in the student file for end-of-program-year reporting.

PAL Tutor Report (A9)

Attendance of students meeting with tutors off site will be documented by the tutor who will then submit each month a PAL Tutor Report to the coordinator. The Tutor Report includes data on dates and hours as well as a brief survey on student progress.

Tutor Attendance

Pennsylvania Adult Literacy Attendance Sheet (A10)

Tutor attendance is also submitted to the office on a monthly basis; however, this information is not submitted to the Pennsylvania Department of Educaton (PDE) until close of the program year. Monthly attendance is recorded on an in-house form, the Pennsylvania Adult Literacy Attendance Sheet, which tracks both tutoring and training/inservicing hours. Directions for filling out this sheet are included in the appendix.

Monthly Attendance Reports (All)

(Student Hours & Tutor Inservice and Contact Hours)

Information collected from tutor and student attendances is used to create Monthly Attendance Reports. A spread sheet report on Student Hours shows, at a glance, the total student hours per month to date in the program year as well as the cumulative total. Likewise, tutor names appear opposite the names of students with whom they work.

The Tutor Inservice and Contact Hours report provides a month-to-month breakdown of tutors inservice contacts with the PAL Coordinator, ending with a cumulative year total. This report also provides a monthly breakdown and year-to-date total of hours spent tutoring.

Assessing for Skill Improvement

As of July 1, 1991, the Pennsylvania Department of Education requested Pre and Post tests for all students, preferably in reading. Therefore, prior to matching a student with a PAL tutor, you'll first take an assessment of the student's skill level. Usually, as has been stated earlier, the students you'll be matching with tutors will already be enrolled in an ABE class. If the student's initial assessment is recent (within five months), you can use this score as a starting place. If the assessment was given six months ago or longer, you'll want to reassess the student before matching him or her with a tutor.

A student's skills improvement can be measured both quantitatively and qualitatively. The former is usually done through standardized tests that measure for grade level increases, the latter through more informal methods as the meeting of goals or the completion of texts or special projects.

Assessments to Use with the Beginning Reader

A wonderful resource on assessing beginning readers is ***Reading Skills Assessment Prescription Package or Help!*** (Special Demonstration Project #98-6027 written by Mary Catherine Spence). You'll find this project in the classroom on the resource shelves. It contains a complete inventory of assessment instruments on hand here at the DCA and also provides definitions and sample tests. Since such a comprehensive resource is already available for your use, what follows is a cursory glance at some useful assessments.

SORT (Slosson Oral Reading Test) Measures reading level through word identification. Quick and easy test to administer. Does not test for comprehension.

Drier (Oral Reading Criterion Test) Measures for both independent and instructional reading levels. Word identification within the context of a sentence. Does not measure for comprehension.

(The Sort and Drier are both particularly useful for assessing beginning readers and ESL students.)

ABLE (Adult Basic Learning Examination) Student works independently on clozure exercises. Multiple choice.

Bader Reading and Language Inventory Contains reading passages, word recognition lists, phonics and word analysis, spelling tests, cloze tests, visual and auditory discrimination tests, language abilities and student interests tests. (Also a brief test of basic math abilities.)

BOTEL Reading Inventory Word Opposites Test
Some reading skill required. Measures for reading levels from 1.0 to 12.0. Can be administered as an oral test or given independently. The student's vocabulary and recognition of opposites are tested.

Non-standardized or Informal Assessments

In many instances, a standardized test is inappropriate as a first measure of a student's abilities. Beginning readers can be shy of such tests. A better route is to begin with an informal interview wherein you ask the student about his or her goals and skills. This is a less threatening initial assessment; besides, the interview will help you to select an appropriate test to administer later.

Mary Catherine Spencer includes informal interviews and assessments for reading and writing in her *Reading Skills Prescription Package* discussed above. For easy reference, I've included copies in the appendix. Look under ***Informal Basic Assessments, Spencer (A12)***

Assessing for Reading, Math and Language Skill Levels

DCA policy has been to administer the **Tests of Adult Basic Education or TABE** to most incoming students who do not identify themselves as new or beginning readers. The TABE assesses for four grade ranges:

Level E (Easy) 2.6 through 4.9;
Level M (Medium) 4.6 through 6.9;
Level D (Difficult) 6.6 through 8.9; and
Level A (Advanced) 8.6 through 12.9.

The TABE also is available in three forms: the Locator, Survey and Complete Battery. The Locator assists in placing students in the appropriate TABE level, whereas both the Survey and Complete Battery provide skill levels.

Policy at the DCA has been to administer the TABE Survey Level M as a pre-test for most first-time students unless they express an overall competency that suggests Level D to be more appropriate. The Survey M provides a grade equivalent up to 10.9 and is a shortened form of the Complete Battery and therefore less intimidating for the first-time student. The Complete Battery, which provides a better diagnostic profile, can also be used but its length is usually a 'put off' for beginning students. A better use of the Complete Battery is as a Post test. Administer Level D to allow for grade level improvement. (Level D provides a grade equivalent to 12.9.)

Informal Assessments for Diagnosing Learning Disabilities

Diagnostic screening for specific learning disabilities is available to students through various licensed agencies and individuals. However, the likelihood that your adult student has been professionally assessed or intends to do so is usually rare. More practically, you need an informal assessment for immediate use.

An informal assessment can be easily developed to test for cognitive characteristics usually associated with students who have learning disabilities. These are categorized for quick reference in ***Characteristics Associated with Learning Disabilities (A13).*** Using these characteristics as a guide, you can devise small tasks that tests such cognitive processes as short and long-term memory. For example, to test for short-term memory, ask the student to recite after you a series of numbers or words. Begin with one item and then progressively increase the items. If the student has difficulty remembering as few as three or four items, you know he or she has a problem with short term memory.

Perhaps an even more useful resource is the ***Modality Strengths Checklist (A14)*** which lists over a dozen informal assessments relevant to each learning style: auditory, visual and tactile/kinesthectic. Although developed to test for strengths or preferences, it can likewise be used to assess for weaknesses.

Finally, a good and easy test to screen for tracking problems in reading (when the student jumps above and below the line of print) is the ***Tracking Test (A15).*** Directions for administering the test appear on the back side.

More About Assessments

Students largely depend on the instruction and direction of their teachers to improve skills. Therefore, we must assess the instruction that we as educators provide to assure that our students are receiving our best. Assessment cannot be a one-way street along which the student drives and the teacher, score card in hand, keeps critical notes on every wide turn or engine stall. Assessment is a two-way street on which both the student and teacher must drive. In some instances the teacher to be assessed will be a volunteer tutor and in others the PAL Coordinator will be the teacher as during a training workshop.

In the ***Tutor Training Resource Manual*** you'll find discussion and samples of assessments relevant to instruction provided in the PAL Program

Recruitment and Promotion

Recruiting volunteers is as easy as putting public service announcements in the paper, on the radio and cable. Of course, free media coverage is only one of the many avenues you can pursue in recruiting volunteers. However it is a staple, so let's review it first.

Below is a selected directory of newspapers, radio and cable in Centre, Clinton and Clearfield counties. (See the appendix for ***PSA Submission Forms (A16).*** If you provide would-be recruits with ample notice on your next training, you'll more than likely fill your attendance roster.

Radio and cable stations are no longer required by the FCC to devote a percentage of air time to public service announcements. However, you can be assured some air time if you submit to those listed below. Of course, the best method for recruiting volunteers is to use all three media forms.

Remember: When writing a public service announcement or psa, keep it brief. Also, request interested parties to call to be registered for the training.

Newspapers

Centre County

The *Centre Daily Times* carries a psa section called "Community News." Another good forum for getting the word out is the CDT's "Good Morning Column." Both have proven effective for recruiting volunteers. Submit your announcement in care of either segment to:

The Centre Daily Times
3400 E. College Avenue
State College, PA 16801

Free advertising papers can also be a good avenue for classified advertising. You can call in a free advertisement to the *Bargain Sheet* at 237-7355.

Clearfield County

The Progress has been and continues to be a great supporter of the Clearfield County DCA. It regularly runs articles covering the the work we do here and the people in our programs. For bulletin board items such as an upcoming tutor training program, submit your copy to the "Bouquet Column."

The Progress
Bouquet Column
206 E. Locust
Clearfield, PA 16830

The *Ad Bargain* is another high circulation advertising paper. Mail you submission to

Ad Bargain
P.O. Box 192
Smithmill, PA 16680

Clinton County

For Clinton County recruitment, the paper to advertise in is *The Express.* Submit your copy to the "Coming Events" segment.

Radio Stations and Talk Shows

Most radio stations accept psa's through FAX transmission. Another option for recruiment and promotion is to slot time as a guest speaker on radio talk shows.

Centre County

	Fax
WMAJ	234-1659
WZWW	231-0950
WBHV	234-1659

WTLR Radio (Does not accept FAX)
2020 Cato Avenue
State College, PA 16801
237-9857

WBLF Fax: 355-4752 Phone: 355-4751
"Happenings in Pennsylvania" Contact Person: A. J. O'Donald

WRSC Fax: 234-4376 Phone 238-5085
"Lion Country Comments Contact: Scott Geesey

WGMR-AM Phone 238-0792
"Good Neighbor" Contact: Jean Dixon
(Does not accept FAX)
200 W. College Avenue
State College, PA 16801

WFGY-AM Fax: 237-2477 Phone 941-9800
"Altoona Talk" Contact: Sean McKay

Clearfield County

	Fax
WCPA	765-6333 (Clearfield)
WOWQ (Q102)	371-7724 (Dubois)

WPHB Radio (Does not accept FAX) (Philipsburg)
R.R. #1 Box 38
Philipsburg, PA 16866 Phone: 342-2300

WOKW Fax: 765-7038 Phone: 765-4955
"A Closer Look" Contact: Dan Litten

Clinton County

WBP Z/W Radio Phone: 748-4038
"Talk Back" Contact: John Lipez

Cable

Centre

C-NET/24 cable station runs a psa channel; however, to submit copy for broadcast, you must write it on a C-NET form and then mail it to:

Mr. Lee Copper
Bellefonte Elementary School
100 West Linn Street
Bellefonte, PA 16823

NOTE: Do not mail your copy directly to the C-NET address as only station members have access to the Bulletin Board Service. The DCA is not a member and has been extended the privilege of submitting PSA's through the Bellefonte Area School District which is a member. Also, during the summer months, when school is out, Mr. Copper will not be available. Throughout the summer submit your copy to:

Mr. John Rocco
C-NET/24
444 East College Avenue, Suite 500
State College, PA 16801

Channel 4 also provides televised broadcasts through WRSC Radio Station. To submit copy for airing over the radio, use the above FAX number. To submit copy for televised broadcasts, send it to

Channel 4
160 Clearview Avenue
State College, PA 16803

Clearfield

Warner Cable
Community Bulletin Board
313 cherry Street
Clearfield, PA 16830

Dubois Area Cable TV, Incorporated
129 Dubois Street
P.O. Box 347
Dubois, PA 15801

Clinton

TCI of Pennsylvania
516 East Walnut Street
Lock Haven , PA 17745

Networking with Other Social Agencies

Each county has a social service network that can go a long way in making your job easier. Agencies in these networks work together toward common goals and exchange information and referrals. Check out the networks operating your county.

Centre County Council of Human Services (CCCHS)

CCCHS is an association of service agencies that convene monthly at a luncheon meeting, where members can update the service community on happening in their programs. This is a good forum for getting the word out on your program as in the CCCHS's monthly newsletter, *Centre Exchange*. The Council is active in legislative activities and provides services to the disabled. It periodically publishes the *Centre County Directory of Human Services* and sponsors the annual Volunteer Recognition Dinner.

Both the PAL and the ABE programs here in Centre County have worked closely with three member agencies that provide voluteer services: Lions Share; Retired Senior Volunteer Service (RSVP); and Voluntary Action Centre of Centre County. In the past, these agencies have helped to fill volunteer tutor slots and have provided volunteers, other than tutors, to aid the DCA is special events and projects.

The Clearfield County Volunteer Network

The Clearfield PAL Program coordinates many of its annual events--such as those scheduled during National Volunteer Week--in conjunction with other members in the Clearfield County Volunteer Network. Members include agencies that use volunteers to provide services. Agency members work together to promote and recognize volunteerism and, as a coalition, provide training for volunteer managers.

Forum of County's United Services or *Forum*

As in Centre and Clearfield counties, service agenices in Clinton County convene for monthly breakfast meetings for program updates and to keep communication lines open for referrals. Some 76 agencies receive a newsletter of the same name. In addition, the Lock Haven Job Center publishes a *Directory of Community Services for Clinton County.*

Literacy Corp (Clinton County)

Through a grant written cooperatively by the DCA and Lock Haven University, the Clinton County PAL Program regularly recruits University students as tutors. The program, called Literacy Corp, provides volunteers with on-campus coursework in educational theory and then specific tutor training through the PAL Program. In exchange for this experience, students contract to volunteer for 40 hours during the school semester. The PAL Program greatly benefits through this cooperation. Dr. Greg Nolan of the Lock Haven University and Sheila Sherow of the Institute of the Study of Adult Literacy are your main contacts.

Training Your Tutors

New Tutor Orientation Training

Each year the DCA contracts with the PDE to train a specific number of tutors and service a specific number of students. The tutor orientation workshop is designed to provide a general context for instructing adults and an outline for providing effective instruction. The ***Tutor Training Resource Manual*** has been developed to help you put together a 9- to 12-hour workshop. The manual includes a descriptive outline on topics to cover as well as materials and aids for hands-on use during the workshop. Additionally, a ***Tutor Handook*** has been compiled from a variety of existing resources and adapted for quick reference by tutors.

Tutor/Staff Development

A closer look at teaching models specific to subject and skill level is provided after a student has been selected to work with the tutor. Before the match, you'll meet with the tutor for a private consultation to develop a course of instruction for the student. To begin, tutors usually need a prescribed set of lessons to follow until they become more familiar with their student's subject and skill-level.

In this consultation you'll acquaint the tutor with texts, materials and aids for instructing the student and will provide specific instructional approaches. For example, language experience and duet reading would be practical approaches to review with someone to be matched with a beginning reader. Likewise, a tutor instructing in GED math should be trained to emphasize problem solving skills, trial and error and other skills in additon to computation.

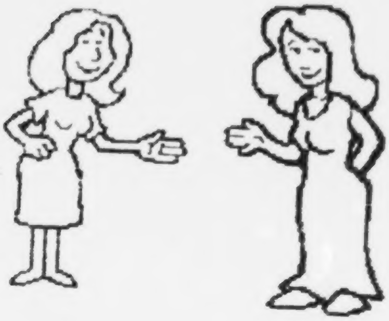
This specific training begins and develops in consultations between you and your tutor in mapping the student's individualized education plan. It continues in the more structured format of workshops offered on instruction specific to subject and skill level.

PAL coordinators are encouraged to provide at least one such tutor/staff development workshop every six months. In this way most volunteers receive the opportunity to further develop their tutoring skills. This workshop can be one that you develop or it can be one offered through the DCA as a 353 staff development project or one offered in Region 2 through Project STAR: Staff Training and Reinforcement

Inservicing Hours

As mentioned above, much of the training you do will be outside the workshop. Instructional information you provide tutors on the phone, during an impromptu chat in the classroom or within a scheduled consultation all constitute inservicing hours. Keep track of these contacts on the Pennsylvania Adult Literacy Attendance Sheet. These must then be translated into hourly contacts for reporting to the PDE.

Matching the Tutor and Student



Once the tutor has been trained, you're ready to match him or her with a student. Personalities and other dynamics of human relationships must be considered in pairing two people. So how do you know when to make a match?

Guidelines for Matching

Some obvious guidelines for making a match that will be satisfactory to the tutor can be drawn from the Tutor Information Sheet. As you recall, data on this sheet includes the tutor's preferences for subject areas, meeting times--even gender. Of course, behind these most general categories lie the more subtle criteria of personality preferences. These are best uncovered by asking the tutor straight out, "What kind of person would you like working with? Someone younger or older? Someone outgoing or shy? Someone who needs assistance overcoming learning difficulties or someone who will be more of a fast study?" More than not, you'll get the response, "Oh, anyone will do." If this is the case, then you'll need to rely even more on your own judgement.

Unlike the tutor, the student doesn't fill out a sheet indicating preferences, but this doesn't mean that he or she doesn't have them. Ask the same kind of questions from your student to find out his or her preferences. Then, when you believe you've found a workable combination, set a date for an initial introduction.

Tutor Consultation Before the Match

Before the tutor is matched with his or her perspective student, you'll want to meet to discuss an education plan for the student. In this meeting, you'll acquaint the tutor with the student's skill level and current course of study. Appropriate educational materials and instructional models will be reviewed and a general course plotted.

NOTE: Be certain to stress your availability to the tutor.

Undoubtedly, the tutor will have many questions after the first session with his or her student. Arrange to meet with your tutor to discuss immediate concerns after this session and set a contact schedule for the following several weeks that provides the tutor more access to you during the first month of instruction. Thereafter, monthly contact is adequate through the PAL Tutor Report, phone follow-ups and on-site consultations when needed.

'Floating' or Classroom Tutors

Some tutors will prefer to work in the classroom on an at-need basis. These tutors provide backbone support to the teacher(s) who cannot provide individualized help to more than one student at a time.

You'll want to thoroughly acquaint these tutors with the software programs, video series and other resources available to students in the classroom.

The First Tutor/Student Session--A Trial Run

People, generally, can become nervous about meeting someone for the first time. Additionally, sometimes students can be self conscious about their skills. Therefore, the first meeting is crucical for setting both parties at ease. Be certain to inform student and tutor in advance that the match is on a trial basis only. And instruct each one separately to contact you within a week of the trial session to give his or her decision on the suitableness of the match.

At this first session, you'll act as the intermediary to introduce the pair and help to foster a conversation. This done, the two can be left to pursue whatever feels most comfortable, whether they choose a social or work session.

No Home Instruction

The PAL program follows a policy of no home tutor instruction except in cases where a student's disability makes it imperative. Otherwise, tutor/student pairs should find mutally acceptable times and places to meet. Most pairs meet at the DCA's numerous class sites throughout Centre, Clinton and Clearfield counties. But for some, these may not be most convenient to both parties. In these cases, tutors and students might meet in community libraries, community centers, colleges, or in some other mutually acceptable public place.

Reports On Tutor Training To PDE

As discussed above, attendance records for students and tutors are submitted to the PDE for program accountability. Using these reports, the PDE can monitor the program's progress toward fulfilling its proposal contract. Likewise, the state requires monthly data reports specific to the tutor training component of the program.

Data Summary Form (A17)

At the month's end, the PAL Coordinator must complete the Data Summary Form for Tutor Training. This report provides data on the number of tutors trained, the number of training hours, specific material used for training and well as demographic information on the tutor population trained. From this data, the PDE generates statistics on the nature of tutor training programs in Pennsylvania. (A directions sheet is included in appendix.)

PAL Monthly Report (A18)

In addition to the Data Summary Form, the coordinator must complete a brief in-house report, the **PAL Monthly Report**, which provides data on the number of tutors trained to date within the program year. This information is vital to the Director who can assess, at a glance, the progress made by coordinator towards meeting our program obligations.

The PAL Monthly Report must be submitted to the tri-county coordinator at the end of each month. The reports from all three counties are then combined into one and submitted, monthly, to the state.

Recognition Activities

Notes, Cards and Letters

As the coordinator of a volunteer program, you'll want to recognize those people who give of themselves and their time to the PAL program. Appreciation can be personalized year round with birthday and holiday greeting cards. Computer-generated cards are great for these occasions. Likewise, a personalized note or letter can go a long way in saying "Thanks."

Announcements in the Newspaper

A more public, yet just as easy, way to express your gratitude is to announce your thanks in the paper. For example, the *Centre Daily Times* run a "Special Thanks Column" on Tuesdays in the Neighbors Section (C).

Certificates of Appreciation

Certificates are easy to generate from computer programs and can be personalized to acknowledge a ride range of accomplishments--from length of service to exceptional effort to . . . whatever. And you don't need a special awards ceremony to give out certificates. Present one to your deserving tutor personally.

Newsletter Features or Articles

Centre, Clearfield and Clinton counties each publish a newsletter. (See copies of each in Appendix: ***County Newsletters (A19)***

The Centre Flash (Centre)

Each issue of the *Centre Flash* features a profile article entitled the "Flash Focus." Volunteers are regularly recruited for this spotlight. In addition, the *Centre Flash* hosts a periodic feature entitled "PALing Around." This is a page dedicated to PAL events and activities.

Tutor Tips (Clearfield)

As a PAL newsletter, *Tutor Tips* is devoted entirely to tutoring issues. It regularly welcomes new tutors and acknowledges veterens.

All A's (Clinton)

Finally, *All A's* is written cooperatively by the teaching staff for both staff and student readership. Upcoming events, special happenings and profiles on students, tutors and staff are regular features. In the past, tutors have edited issues of *ALL A's* as special projects.

Annual Recognition Ceremony

An annual recognition activity can take many forms--from an informal potluck or picnic to a reception to a more formal awards ceremony. In any program there will be volunteers that, whether for length or quality of service, merit special consideration. To accommodate these individuals, you might develop a class of awards acknowledging tenure of service (i.e., three years, etc.) and/or completion of training programs additional to that required.

Included in the appendix are minutes to a ***Forum on Volunteerism (A20)*** held in February 1994 in Centre County. Review these for a host of ideas on recruitment, retention and recognition.

Local, State, and National Events

Finally, there are local, state and national events and dates to honor volunteers and/or promote education. Below are some that will be relevant to you as a PAL coordinator.

National Volunteer Week (April 17-23)

National Volunteer Week is a good time to hold an annual recognition ceremony. But that's not all you can do. Your imagination, time and energy will define the extent to which you can celebrate this week. Consider, for example, the activities coordinated by Clearfield County's PAL Coordinator Carolyn Greco and other local Clearfield agencies for National Volunteer Week--1994.

- Declaration by Clearfield County Commissioners with signed proclamation and *Progress* photo with news release.
- Window poster in Mapping Office in Clearfield and poster in Dubois Mall.
- Interview on WOKW's program, "A Closer Look," concerning CIU 10/DCA tutor program.
- Fliers distributed in all area grocery stores during volunteer week.
- Volunteer buttons and awards given to each active volunteer for program year 1993-94.
- *Progress* article in their "Bouquet" section during volunteer week.

The PAL Program in Clinton County annually holds its Tutor Reception during Volunteer Week, and the Centre County PAL program selects a Volunteer of the Year to be honored at the Centre County Council of Human Services annual awards banquet.

The Centre County Council of Human Services Volunteer of the Year Award

Each year the CCCHS sponsors an awards ceremony to honor those volunteers chosen by agencies throughout the county for their outstanding work. In February you will receive notification of the upcoming event through the CCCHS Newsletter. Selected individuals will have their pictures and a brief description of their volunteer activities published in the Centre Daily Times prior to the awards ceremony.

As outlined in the CCCHS newsletter, you'll need to submit a photo of your volunteer and a 65-word announcement to the CCCHS. Additionally, you'll need to write a 150-word narrative to be read by the guest presenter at the awards ceremony.

You then get to accompany the volunteer, who can invite a limited number of quests, to the awards ceremony held during National Volunteer Week. (Guests, other than the volunteer to be honored, must pay their own way.)

Student Success Story of the Year

Each year the the Pennsylvania Department of Education honors ten adult students who had to overcome difficult barriers to continue a successful education. Candidates are pooled from adult education/literacy programs from every county. Candidates do not have to be GED graduates, but if not, they must show great strides toward their education goals.

Guidelines for submittion of nominees are generally sent out in October with a November deadline. The winning students are then honored with a banquet and awards ceremony during the PAACE Mid-Winter Conference held in February.

At the DCA, each county selects its own nominee and writes a page-long "success story" documenting the barriers overcome by the student and the successes obtained. From these three nominees, one student is then selected to represent the DCA.

The student chosen to represent the DCA could be any one from our ABE, GED, or PAL program. Therefore, pay close attention to the successes of your PAL students--one might become Pennsylvania's Adult Student of the Year.

National Literacy Month (September)

As National Literacy Month, September lends itself to public awareness and recruitment activities.

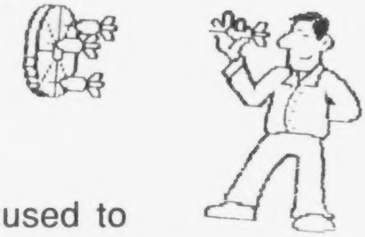
One conspicuous vehicle for this purpose for the Centre County program is the special supplement on literacy issues that runs during the first week of September in *Centre Daily Times*. Prepare in advance to submit an article or advertisement about PAL activities. Likewise, September is a good month to step up release to local radio and cable stations of public service announcements. Radio and cable talk shows are particularly open during this time to guests in the education field.

Tri-Annual Meeting of PAL Coordinators

The DCA operates its PAL Program in Centre, Clearfield and Clinton counties with a coordinator in each. To assure compliance to contract obligations and consistency in program delivery, a Tri-County Coordinator acts as intermediary among all. Phone, fax, and memo are the usual modes of communication among coordinators, but three times a year (March, July, and October), coordinators meet to share program innovations, problems, assessments--in general, to exchange ideas and resources.

These meetings are important for maintaining program consistency and excellence across counties and to help promote creativity in program development.

Indicators of Program Quality as Defined by the PDE



"Indicators of program quality are definable characteristics of programs by which performance is measured. They are used to determine the structure and processess of programs and at the same time are used as a gauge to measure their performance, including whether such programs are successfully recruiting, retaining, and improving the literacy skills of individuals served in such programs."

Simply put, every adult education organization funded by state monies must demonstrate success in all levels of its operation. The PDE has identified these various levels of program operation (shown below) and has defined baseline criteria by which each level can be assessed.

- Educational Gains
- Program Planning
- Accountability
- Curriculum and Instruction
- Support Services
- Student Recruitment
- Student Retention
- Staff Development
- **Volunteers or Tutors**
- Sensitivity/Multiculturalism

Look for a copy of these ten indicators and their accompanying measures and standards in the ***Staff Handbook***. **Measures** refer to objectives or plans of action (i.e., activities, assessment instruments, evaluation and instruction methods, etc.) and **standards** are models of excellence wherein these measures are implemented.

As coordinator of the PAL Program, you'll need to address

Indicator 9 or those measures and standards specific to volunteers or tutors. These measures and standards have been duplicated below easy reference. Following each is a brief explanation of how our PAL Program address these measures and standards.

Measures

- *An orientation program is conducted for all volunteers to acquaint these individuals with the goals and objectives of program.*

All volunteer tutors at the DCA attend an initial 9-12 hour interactive training workshop. (See*Tutor Training Resource Manual* for specific contents.)

- *Documentation of recruitment, attendance of tutorial sessions and tutorial training.*

Recruitment: Copies of advertisements, public service announcements, fliers, etc., for recruitment of volunteers are kept in a binder entitled ***PAL Recruitment and Promotion*** for easy reference. Each county maintains its own binder and an additional one as a lending copy.

Attendance of tutorial sessions and tutorial training: Student and tutor attendance is submitted monthly to the Centre County office. (See discussion on Recording Attendance is this manual.) Likewise, workshop training and inservice contacts are tracked on the Pennsylvania Adult Literacy Sheet (an in-house form, not submitted to the PDE. Hours are then submitted monthly to the Center County office to be entered on a spread sheet providing a sum total to be reported to the PDE at the end of the program year.

- *A ledger documenting placement of volunteers or tutors.*

The PAL Coordinator's monthly submission to the Centre County Office of both tutor and student attendance is entered into a spread sheet called the Monthly Attendance Report that provides cumulative monthly hours and also matches the student/tutor names.

Standards

- *Documentation of staff development participation is on file.*

An attendance sheet specific to tutorial training and inservicing, the Pennsylvania Adult Literacy Sheet, is maintained by each coordinator and submitted monthly to the Centre County office for tracking and inclusion on a spread sheet providing a sum total to be reported to the PDE at the end of the program year.

- *Trained volunteers are matched in a timely manner.*

New volunteers participating in the 9-12 hour training workshop are provided a contract specific to their **Rights and Responsibilities**. (Discussion and appendix item appear in the *Tutor Training Resource Manual.*) This contract specifies a tutor/student match within eight weeks of training. If no match is made within eight weeks, the tutor has the right to terminate his/her obligation to a 6-month service contract.

> **NOTE**: In the eventuality that a match cannot be made, the PAL Coordinator can alway extend to the tutor the option of providing service as a "floating" classroom tutor until a one-on-one match can be made.

- *Volunteers are exposed to several teaching methods and materials to accommodate the needs of the student.*

The ***Tutor Training Resource Manual*** provides the PAL Coordinator with both discussion of content to include in interactive workshop(s) and methods for presenting it. Overall, workshop content focuses on multi-dimensional approaches to tutoring students. These approaches reflect learning styles and differences as well as cultural conditioning. The Resource Manual also provides the coordinator with hands-on materials for distribution to the tutors.

- *Volunteers are knowledgeble of the goals and objectives of the program and the students.*

Program objectives are presented in the initial training workshops, and student goals and objectives are stressed as the underlying rationale for all student instruction. As such, student goals and objectives are presented to the tutor for use in developing lessons and as non-standardized assessment tools--for example, the student and tutor plot short range (session-long, month-long, etc.) goals as criteria to meet. The meeting of this criteria provides a basis for assessment.

- *Volunteers who have participated in staff development activities demonstrate measures to improve program effectiveness, including reduced drop-outs and increased student completers.*

The PAL Program has been developed to provide tutors the training necessary for effective instruction. Tutor effectiveness is monitored through tutor self-evaluations, student evaluation of instruction (tutor and materials) and, obviously, through the student skill improvement.

- *Students participating in the adult basic education program evaluate that the quality of instruction and/or tutorial sessions are more relevant, or that their needs are being addressed more effectively than previously.*

PAL students are given opportunities to provide both formal and informal evaluations on the effectiveness of their tutor-provided instruction. The very first forum for this evaluation is shortly after the first student-tutor meeting. Both students and tutor are asked whether the match is suitable to them. Then, again, three months into the program, the student evaluates his/her tutor-provided instruction during a private consultation with the PAL Coordinator. During this consultation, the coordinator obtains a quantitative data with the adminstration of evaluative survey, the **Service Check-up Survey** which can be given orally or filled out by the student. This survey measures student satisfaction relevant to his/her expectations and to his/her instruction prior to being matched with a tutor.

- *Document that volunteer tutors improved proficiency in acquiring and utilizing program materials.*

Each tutor contracts with the DCA to meet requirements as outlined in the Tutor Rights and Responsibilities. One of these responsibilites, as outlined above, is to participate within a six-month service contract in a workshop training--in addition to the initial 9-12 training program--specific to subject and skill level. Prior to their participation in this additional training, tutors are asked to assess, in writing, their proficiencies and weaknesses in providing instruction. Armed with this information, the PAL Coordinator can provide tutors whatever training necessary to address weak areas in instruction.

Tutor
Training
Resource
Manual

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An Introduction to this Resource Manual

The intent of this resource manual is to provide an outline of viable topics (along with supporting materials) for developing an orientation workshop for volunteer tutors in your PAL Program. Topics are briefly introduced and followed, in most instances, with suggestions and/or materials for generating workshop activities. For quick reference, a picture of a small penguin indicates an activity you might want to incorporate into your workshop. Choose ones you like, disregard others, or create your own. The information and resources included here are meant to direct you--not restrict you--in the development of a good training program.

References to appendix items (handouts, overheads, etc.) included in the back appear in bold-faced italics followed by the letter B and a numeral. Likewise, helpful resources that are available to you in the classroom are introduced in the running text and included in a bibliography.

By its nature, the trainining workshop should be a dynamic, ever-adapting program, one that addresses the different cultural and educational backgrounds of your volunteers and accommodates the growing insights of professionals in the field of adult education. This manual, then, should be regularly updated to include the new and delete the old or non-useful.

The PAL Tutor Training Workshop

An Overview

As stipulated by our funding proposal to the Pennsylvania Department of Education, we are to provide a 9- to 12-hour training program for new tutors. PAL coordinators from Centre, Clinton, and Clearfield as a group decided upon presentation material that conveys our values/priorities in adult education. Topics that reflect these values and priorities are discussed here with some suggestions for methods of presention.

These topics and suggestions **are meant to guide you** in your preparation for tutor training; however, as the PAL Coordinator, you must decide on the methods and extent to which these topics are to be covered. Take into consideration that much of this information is covered in the ***Tutor Handbook.*** Such coverage and the importance of the topic will help you determine whether a brief discussion will suffice or a more thorough investigation is required.

Although this information will assist you in developing content for the training workshop, you'll yet need to consider the overall schedule of activities for your 9- to 12-hour training program. Recognize that not all this time will be devoted to the workshop. Time should be allotted for other activities as well, for example, a one-on-one consultaton with your tutors.

Also, in designing the workshop schedule, you'll want to incorporate time and methods for addressing issues of concern to the tutors. Remember that the material you prepare, however thorough, comes from your perspective alone. A good training program is one that can accommodate issues identified by the tutors, issues that you may not have indentified in preparing the workshop.

PAL Program Objectives

Contract Objectives

Begin the workshop by defining the PAL program and its objectives. This definition should include contract objectives as outlined in the proposal to PDE and those objectives relevant to the tutor and student.

NOTE: For discussion on contract objectives refer to "What is PAL?" in the ***PAL Coordinators Procedures Manual.***

Since the PAL Program and its function cannot be completely understood outside the context of the Development Center for Adults and its function, you should provide a brief discussion on the DCA's purpose and a cursory review of its free programs. A helpful handout for this is ***Programs Offered by the DCA (B1)*** (a list of acronyms appears on the opposite side).

Tutor Objectives

To address objectives relevant to the tutor, ask those present to offer their personal reasons for participating in the PAL Program. Common responses such as "To give something back to the community" or "To get teaching experience" can then easily be incorporated into a discussion wherein you relate their stated objectives to those that you, as the PAL Coordinator, will help them to met:

- To provide encouragement and motivation to adult students
- To improve teaching effectiveness through training and inservicing
- To become informed on the use of educational texts, aids, software programs, etc. available for instructional use with students
- To set skill-related goals with students and to help students meet these goals.

Within a discussion of tutor objectives would be a good time to discuss ***Tutor Rights and Responsibilites (B2).*** Use this appendix item as a handout or overhead.

Student Objectives

Objectives that students hold for themselves and those that the PAL Program hold for them should be one in the same.

- Most students that enroll in adult education programs do so as the result of some immediate need or crisis. Volunteers should help students address these needs by identifying long-term goals and then setting realistic short-term goals that build a bridge to those in the farther future.

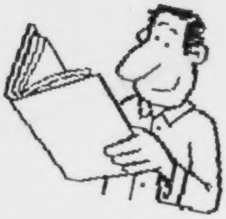
- Every student wants to be successful. Provide the student success within each work session by presenting managable and varied lessons. Start with what the student knows and slowly direct him or her toward the unknown.

Training Workshop Objectives

Distribute an agenda overviewing the 9- to 12-hour orientation training. (A two-day workshop is a good format; however, you can break it into three day if it's more suitable.) Be sure to leave open time during the second session to incorporate issues targeted by your tutors for discussion. It's important that in the beginning you discuss the nature of the training to be provided since each volunteer comes to the workshop with particular expectations.

Generally, your orientation training will provide information on learning theory, principles of effective instruction and some specific instructional strategies for working with adults; it will not provide strategies specific to subject and skill level. Therefore, if a volunteer attends anticipating tips on teaching fractions, he or she will leave disappointed if you haven't previewed topics and activities.

At the end of the first session, request your tutors to complete a brief assessment on information and activities of the first workshop. Did the training meet their expectations? What topics not included on the agenda would they like to cover? Of the topics covered, what areas do they think require more discussion? These and other questions appear on the ***Workshop Assessment (B3)***



Definitions:
The Tutor
The Adult Student

Defining the Tutor

Beginning tutors sometimes mistakenly believe that they are expected to be authorities in the subject(s) in which they tutor. This notion can lead them to feelings of inadequacy. Stress to your participants that the tutoring experience is as much a learning experience for them as it is for students. Likewise, suggest they brush-up on skills in which they feel uncertain. (You can provide interested individuals with appropriate texts and materials during a private consultation.)

Defining the Adult Learner

Adults differ as learners from school-aged children. These differences are very real and demand the tutor's accommodation. The ***Tutor Handbook*** contains a brief list of characteristics of adult learners; however, in the workshop, you'll want to personalize this topic with an activity. (As a further resource for background, review the chapter "How Adults Learn" in the book *How to Teach Adults* by William Draves. This resource is included in the bibliography and, as all resources mentioned in this manual, is available in the classroom's reference materials.)

Workshop Activity

One way to introduce the adult student is through a video. A useful one for this purpose, put together by the Institute for the Study of Adult Literacy, is *Helping Adults Learn.* This video covers a broad range of topics relevant to the adult student.

Learning Styles

Crucial to your tutors' abilities to assist others in learning is their understanding that everyone has an individual learning style. Individuals have preferences for the ways they take in information. If you instruct a group of people to memorize a lists of numbers or words, you'll find that each attempts the task through methods particular to his or her learning style. For example, the person who learns best through listening will repeat the list aloud or ask you to do so. In contrast, a visual learner would probably want to see the numbers or words in print in order to memorize them. Generally, these learning styles have been categorized as visual, auditory, and tactile/kinesthetic.

A good resource for assessing a student's learning style is ***The Modality Strengths Checklist*** (refer to Appendix A14) which lists over a dozen tasks relevant to each learning style. But discovering a student's learning style can be as easy as attending to the way he or she attempts to solve a problem. Consider the G.E.D student who can't comprehend a reading passage without reading it aloud: this person relies heavily on auditory learning. Strategies that students use for solving problems are like beacons flashing bright messages to the educator who can interpret them. (See the bibliography for further reading on this topic.)

How We Learn

Once a student's preferred learning style or styles have been identified, the tutor can develop instructional models that appeal to these strengths. But even without knowing a student's personal learning-style, tutors who incorporate visual, auditory and tactile/kinestheic methods and materials in their instruction will, no doubt, address students' needs.

One way to emphasize the importance of this integrated appeal to the senses is to review the handout (also included in the *Tutor Handbook*) entitled ***"How We Learn" (B4).*** It provides a percentage breakdown of how much information is retained relevant to the sensory mode of its intake. For example, "Students retain 10% of what they read; 20% of what they hear," etc. Although the original 1967 study by Treischler (published in *Film and Audio/Visual Communications Journal*) from which this breakdown is derived has since been disputed, the underlying rationale that retention is heightened when we involve more of our senses in the intake of information holds true.

Workshop Activity

A good way to demonstrate the above is to engage your tutors in a memory quiz.

1) Prepare them with instructions to remember as many items as possible from a list of ten unrelated items (dirt, map, web, etc.) that you recite once. Wait about a minute then ask them to write down as many items as they can recall. Have each person then recite to the group how many items they recalled.

2) Next present a posterboard of ten pictures taken from magazines containing an entirely different list of items from those first recited. Have everyone identify the items aloud. Then, place the posterboard down, wait a minute, and again request that they write the items they remember. Since the second quiz involved them in seeing, hearing and saying, the average number of items retained should increase.

Multidimensional Modes of Instruction.

Learning styles and their relevant instructional models is the theme discussed in text and supported with a kit of materials in *Honoring Diversity: A Multidimensional Learning Model for Adults* (Shelton, Conan, Fulghum-Nutters, 1992). **This is a great resource--available in the classroom--for background on learning styles and for developing future training workshops specific to instructional models or strategies.** The authors define five learning styles (visual, auditory, kinesthetic, print-oriented, and interactive) and seven learning intelligences:

> "Learning styles are the ways we prefer to take in information and experiences. Intelligences are the ways in which we process and make sense of information once perceived" (p. 16).

The authors discuss the theory of multiple intelligences, developed by Harvard psychologist Howard Gardner, and provide strategies for learning spelling, writing, comprehension and G.E.D. material using the seven intelligences that they label: language, spatial, logic/math, body movement, musical, social and self. *Honoring Diversity* includes a book, set of teaching cards, and an audio tape. The book is easy to read in one sitting and the teaching cards provide a wealth of practical applications for teaching. Check it out!

Learning Disabilities

Defining Learning Disabilities

> "Although individuals with learning disabilities usually have average to above average intelligence and the potential for achieving in a wide variety of areas of adult life, they may be characterized as lazy, irresponsible and unmotivated. Generally, the term *learning disabilities* refers to a broad spectrum of processing disorders that arise from inaccurate information received through the senses, and inability to remember or integrate information, or difficulty with oral, written, and nonverbal expression" (Learning Disabilities Association of America).

The above is a concise and accurate look at learning disabilities and the attitudes of some people who do not understand them. To promote an understanding of learning disabilities with your tutors, you'll want to emphasize this topic with discussion and visual representations. ***What LD Is and Is Not (B5)*** is a good outline for presentation on an overhead projector or as a handout as is ***What is a Learning Disability? (B6)***.

A significant point to be stressed is that students with learning disabilities are characterized as possessing average to above average intelligence. Often uninformed individuals mistakenly believe that a learning disability is synonomous with low functioning skills. What they do not understand is that for the low functioning student, as with the non-learning disabled student, achievement is commesurate with ability. However, this is not the case for students with learning disabilities. For these, there is a gap between achievement and tested ability. A good way to illustrate the distinct difference between these two separate cognitive states is by using graphs. For this purpose, compare (as overheads) ***Graph of Non-Learning Disabled and Low Functioning (B7)*** with ***Graph of a Learning Disability (B8).***

The *Tutor Handbook* contains both a definition of *and* symptoms associated with learning disabilites. As a workshop activity, you can sensitize your tutors to the barriers faced by students.

Workshop Activity

Pass out to your tutors a two-paragraph text ***(Looking Through Your Student's Eyes (B9)*** that has been denigrated in appearance by reversals, omissions and rotations of letters, where letters and words do not follow a straight line but jump or drop erratically. Asks them to read, however well they can, this text. After they've struggled with the task, have them fold down the page and look at the original text taken from *Alice in Wonderland*. Explain that the denigrated text is what students with severe learning disabilities see when they attempt to read.

Workshop Activity

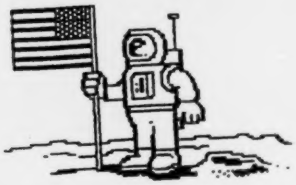
Another activity that will communicate to your tutors the sensory distortions that some students must overcome in their efforts to learn is one where the person traces an image reflected from a mirror.

For this exercise you pair two people: one holds a hand mirror above some simple image that the other person will try to trace. It's important that the person holding the mirror be certain to shield the drawing from the person who is to trace over it so that the latter can only follow the reflected image to work by. Most people will find this a difficult task since they will attempt to trace the image as if it were directly beneath their hand and not the backward image of a reflection. Your trainees will see how difficult even a simple task can be when sensory inputs are distorted.

Does Your Student Have a Learning Disability?

As an adult educator, you know that only those specially trained can accurately diagnose a particular learning disorder. This doesn't mean, however, that you cannot educate your volunteers to recognize those symptoms generally associated with a person's inability to learn. These are categorized for quick reference in ***Characteristics Associated with Learning Disabilities*** (refer to Appendix item A13). Review these characteristics in the workshop but caution your tutors against devising informal assessments. Only trained professional should adminsiter diagnostic tests. The tutors' task is to recognize students' needs for multi-dimensional or sensory instruction.

The Importance of Goal Setting



Skills that are taught outside real-life applications will not hold a student's interest. Most students that enroll in adult education programs do so as the result of some immediate need or crisis. Therefore, these individuals need to see some immediate application or progress, whether they be job applicants studying to pass screening tests or parents learning words in a child's book in order to read it to their children.

To discover these real-life applications, tutors must first discover the needs and interests of their students. Once identified, these should be labeled as goals toward which to work. The meeting of these goals then provides the student with both the application and progress that he or she needs to maintain interest. Necessarily long-term goals must be broken down into smaller ones, otherwise the student will become discouraged.

Some people are naturally goal-oriented; others are not. Posing a queston to a student like "What are your immediate goals?" may have no meaning to someone who doesn't usually set them. Therefore, the tutor should first introduce the idea of setting goals within a discussion about the student's immediate needs and interests.

The *Tutor Handbook* contains a *Student Goals Checklist* (Rance-Roney, Lehigh University, 1991) that can serve both as an informal skill assessment and as a needs/interests survey for establishing goals. Encourage your tutors to devise such a list relevant to their students' skill levels and needs.

Why Students Quit

There are countless reasons why any individual should decide to end his or her program of study. But all of these reasons, however numerous, can be organized into just two groups: problems of instruction or personal problems. Problems of instruction should be ones that early detection and intervention can reverse; however, a student's personal problems are often, though not always, outside the tutor's jurisdiction.

The *Tutor Handbook* contains a discussion (source unknown) titled "Why Some Students Drop Out "that provides general discussion on problems of instruction and students' personal problems. However, the author's emphasis is that

> **"often students drop out because their immediate needs and interests are not being met."**

This is the important point to stress. Discuss how setting goals defined by the student will necessarily address that student's immediate needs and interests. The idea of goal setting cannot be stressed enough. Refer tutors to the "Student Goals Checklist" included in the *Tutor Handbook* and, further, review (by overhead?) the ***Service Check-up Survey*** (refer to Appendix item A7). This is an assessment of the tutor's instruction by the student. Questions on goal setting predominate in the survey. In other words, correlate goal setting with retention.

The Effective Lesson

Goal setting is obviously an important element in a good lesson plan, but it cannot stand alone. Certain key principles govern effective instruction. Refer tutors to the discussions included in the handbook, but take time within the workshop to emphasize some central points:

- **Begin each session with a goal--a place to reach, and then reach it!** Never plan to cover more material than can be comfortably accomplished. Rushing through a lesson to make-up for 'lost ground' is always an error. Provide the student success each lesson by reaching set goals. If time permits, then you can set another--this page or this exercise.
- **Always begin the lesson with what is known.** Students need to begin from solid ground where they can gain the confidence to continue onto unknown ground. This means that you want to review material already covered and understood by the student before moving on.
- **When introducing new concepts, provide the information in a variety of ways.** For instance, if introducing fractions, you'll want to present the concept visually (with drawings) and manually (cut a pie with scissors; have the student manipulate fractional parts) in addition to any verbal or numerical explanation.
- **When a student doesn't understand--don't repeat what you've already presented.** Ask the student to attempt to solve the problem in any way he or she can. Then you can identify at what junction the student is erring. Try to illustrate the correct approach in a new way.

Preparation is another key element as is **documentation.** Instruct your tutors to keep a notebook wherein they record materials and activities covered during the session.

Also alert your tutors to look for signals that indicate their students are "ready to learn, eager and able to absorb what the teacher has to offer" (Draves, 1984, p. 56). This moment is when something clicks with the student and a bright look or recognition fills his or her face. Draves describes the "teachable moment" as belonging to the student, not the teacher. Therefore he urges the teacher to follow the student's lead, to abandon prepared instruction in order to accommodate the student's interest at the moment since often these flashes of insight are not directly related to the work at hand. For more information on this and other valuable topics, check out the book *How to Teach Adults* (included in the bibligraphy).

Cultural Diversity

> "Our tutors and learners come from a diverse society, representing different cultural groups, racial groups, and socio-economic groups. Sometimes they share basic assumptions and values which are sometimes quite different. We need to acknowledge and respect our differences, while bridging any areas of cultural misunderstanding to eliminate barriers to learning" (*Honoring Diversity*, p. 44).

The above exerpt sums up what we in the field of education already know. What we don't know and what no one can really provide is a 'Do and Don't list for social interactions relevant to every person representing a different cultural, racial or socio-economic group. How then do tutors proceed in adjusting their behaviors to fit the individual? One universal rule applies:

Show Respect

A respectful demeanor is understood by anyone. Demonstrating respect usually means not only being polite but giving thought to your body language and tone of voice. The American culture is sometimes perceived by people of other cultures as too informal. For example, consider this scenario:

You're almost finished showing someone how to locate a file on the computer when a new student walks in. You'd probably think it appropriate to acknowledge the student from where you stand, saying, "Hi." Come on in and grab a seat. I'll be with you in just a minute." And it might very well be appropriate for someone accustomed to the conventions of your society. However, what if the student who walks through the door is dressed in the garb of another nationality? Would the same informal acknowledgement be appropriate?

The answer is No. The circumstance would dictate another response. You would want to excuse yourself from the student you're working with and, smiling warmly, cross the room to meet the new student. You might still be informal with your conversation--"Hi. You must be new. Why don't we sit down over here and get introduced"--but your actions reflect a more concerted effort at showing respect.

Beyond extending such courtesies, instruct your tutors to gradually inform themselves about the culture and attitudes of their students. Appropriate questions might be to ask, for example, "How do people in your country greet one another?" By exchanging cultural norms, your tutors and students will develop a comfortable repoire.

Assessing Tutor Instruction

Student Skill Improvement

Explain to your volunteers the nature of their professional roles as tutors. Like that which is required of any professional, certain standards of service and commitment are expected. One crucial standard of their service is measured in the progress made by their students, whether measured by standardized or informal assessments or in goal attainment.

For some students standardized tests simply are not appropriate. For them, other criteria than tests can be used for measuring skill improvement. For example, has the student learned to use the software program for practicing the multiplication tables? Can he or she now fill out a check? However, for many students standardized tests are appropriate, and for these, you'll want to conduct an assessment of skill improvement every six months.

As a coordinator, you'll want to have frequent contact with students in your PAL program to establish that the program is addressing their needs. The easy repoire that you establish will also help lessen any anxiety a student might feel when being assessed for skill improvement.

Student Assessment of Instruction

Student evaluation is another criterion by which a tutor's instruction is assessed. The ***Service Check-up Survey*** (refer to Appendix item A7) is a questionnaire that the coordinator administers to the student every six months. The test can be administered orally or given to the student to complete and asks such questions as "Do you and your tutor set both short and long-range goals?" and "Do you always work out of books, or do you do other activities, too?" These and other questions provide a view on the nature of the instruction being presented.

Tutor Documentation of Session Content

Require tutors to keep a notebook wherein they document student goals, class activities, questions, problems, etc. Explain that this will become an invaluable resource for the tutor in evaluating the student's learning styles and processes. Also it will provide documentation that the tutor is providing a conscientious program of study.

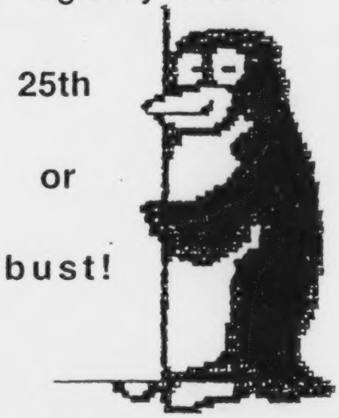
Tutor Evalution of Instruction Provided and Received (by Coordinator)

Like students, tutors should improve in the skills they develop. The training, direction and instruction that you provide can help them increase their professional knowledge and improve as educators. **The quality of instruction you provide the tutor will reflect in the quality of instruction that your tutor provides the student.**

To get a good insight into how well **you and your tutors** are performing as educators, request tutors to complete a ***Tutor Assessment Survey (B10)*** every six months that elicits open-ended responses.

Policy and Reporting Procedures

A review of logistics--from procedures to cancel a tutor session to policy on snow days--is a must and logically should be covered near the close of the workshop. A good way to quickly review these is by overhead projector, (see ***Logistics B11*** for samples), but be sure to give your tutors a hard copy to take with them.



Many policies and procedures are ones that you must identify as relevant to your program. However, there will be constants across all three counties. **One important constant is the submission date for theTutor Report to the PAL Coordinator: No later than the 25th of the month!** Emphasize to your tutors that accurate and timely submission of this form is crucial to continued funding for the PAL Program.

Continued Training: Tutor/Staff Development

As outlined in *Tutor Rights and Responsibilities,* each volunteer commits to future training specific to subject and skill level. An example of such training would be a workshop on beginning reading. (See sample agenda, ***Help! Reading Workshop B12***).

For your tutors to meet their responsibility, you must meet your own. You should make every effort to provide access to a training workshop or seminar once every six months. This training can be a workshop developed by you, one offered to staff and volunteers through 353 projects, or one offered to educators in Region 2 through Project Star: Staff Training and Reinforcement. Be certain to stress the importance of these training workshops and take a minute to highlight their purpose and benefits on an overhead or flip chart (***Subject Intensive Workshop B13***).

A Private Consultation

The scope of the orientation training is limited by time constraints. You cannot cover everything that your tutors will want to know in 9 to 12 hours. This is especially true when you consider that one tutor will be matched with a beginning reader and the next with a person preparing for a math placement exam for college. However, you can provide the specifics on materials and methods that each tutor will need during a private consultation held prior to your tutor and student's first meeting.

Close your second workshop session with a reminder to tutors that their orientation training will not conclude until after you have met for a private consultation.

This is a crucial element of their training without which tutors will feel unprepared. Prior to distributing your Workshop Assessment, review this and any other outside workshop activity or training yet to come. Without this reinforcement, tutors may indicate a sense of unpreparedness on their assessments of the training program.

Resources that Will Work for You

Lucky for you, most of the ground you'll need to cover has already been tread by others. For example, the beginning reading workshop developed by PAL Coordinator Barbara Strauss (of which a sample agenda is provided) draws heavily from two resources: Mary Catherine Spence's ***Reading Skills Assessment Prescription Package or Help!*** (Special Demonstration Project) and ***Honoring Diversity: A Multidimensional Learning Model for Adults*** (Shelton, Conan, Fulghum-Nutters, 1992). However, if GED-level math is your intended workshop topic, then Chuck Herring's ***An Explosion of Math Ideas*** would be the logical resource. And if Pre-GED math or English (skill level 5-8) is your chosen topic, then the ***Volunteer Learning Project*** by DCA's Director Edith Gordon will point the way.

All these and others are immediately accessible to you in the ABE/GED classroom. A bibliography of books and an inventory of useful resources follows.

Selected Bibliography and Inventory of Useful Resources

(Many more books and resources not included below are available for review on the resource/reference shelves in your ABE/GED classroom.)

353 Special Demonstration Projects (Funded through PDE)

An ABE Instructional and Training Video Tape User's Catalog. Special Demonstration 353 Project: 99-9005. Education Division, University of Pittsburgh at Johnstown. 1988-89.

The Cultural Literacy Handbook. Special Demonstration 353 Project: 98-2015. Bethel Park School District. Mary Ann Eisenreich and Ellen McDevitt. 1991-92.

An ESL Literacy Resource Guide: A Handbook for ESL/Adult Educators in Illinois. Special Demonstration 310 Project. Illinois Statewide ESL/Adult Education Service Center. Dennis Terdy. 1982. (A good hand's-on resource for designing an ESL program.)

Reading Skills Assessment Prescription Package or Help! What does an ABE-GED teacher/tutor do with an adult beginning reader? Special Demonstration 310 Project: 98-6027. CIU 10 Development Center for Adults. Mary Catherine Spence.

Volunteer Learning Project. Special Demonstration Project 99-4009. CIU 10 Development Center for Adults. Edith A. Gordon. 1983-84.

Published Resource Materials

Herring, Chuck. ***An Explosion of GED Math Ideas.*** Edmonds Community College and Seattle Central Community College. The GED Institute: Seattle, 1990.

Kennedy, Katherine and Ellen Sarkisian. ***Games and Butterflies: A Resource Book for Teachers of Adult Education (especially those who teach English as a second language.)*** New Readers Press: Syracuse, 1979.

Shelton, Leslie, Joan Sheldon Conan, and Holly Fulghum-Nutters. ***Honoring Diversity: A Multidimensional Learning Model for Adults.*** Sacramento: California State Library Foundation, 1992.

Books

Colvin, Ruth J., and Jane H. Root. ***Tutor: Techniques in the Teaching of Reading.*** Syracuse: Literacy Volunteers of America, Inc., 1987.

Conlow, Rick. ***Returning to Learning: Getting Your GED.*** California: Crisp Publications, Inc., 1990.

Draves, William A. ***How to Teach Adults.*** Manhattan, Kansas: The Learning Resource Network, 1984.

Library for the Blind and Physically Handicapped. ***Adult Basic Education and General Education Development Programs or Disabled Adults.*** Philadelphia: Free Library of Philadelphia, 1987.

Smith, Frank. ***Reading Without Nonsense. Second Edition***. Teachers College Press. Columbia University: New York, 1985.

Vitale, Barbara Meister. ***Unicorns Are Real.*** New York: Warner Books, Inc., 1986.

Warren, Virginia B., ed. ***The Second Treasury of Techniques for Teaching Adults.*** Washington, D.C.: The National Association for Public Continuing and Adult Education, 1970.

Videos

Assessing Learning Problems. Center for Learning Disabilities.

Helping Adults Learn. Institute for Study of Adult Literacy.

Innovative Instructional Techniques. Center for Alternative Learning.

Tutor Training for Learning Disabled Adults. Center for Alternative Learning.

Understanding Learning Disabilities. Center for Alternative Learning.

Tutor Handbook

A Note About Sources

This ***Tutor Handbook*** is a compilation of resources gathered from staff development and training workshops in Centre, Clearfield, and Clinton counties as well as from published works on the subject of adult education. Unfortunately, sources were not always cited on some of the materials adapted from workshops. When available, specific sources have been indicated following the referenced material.

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Welcome to the

Pennsylvania Adult Literacy Program

The Central Intermediate Unit 10 Development Center for Adults (DCA) operates through state and federal funds to provide free adult education. Some of the DCA's programs include General Education Development (GED) preparation; Adult Basic Education (ABE) classes; vocational programs; and the Pennsylvania Adult Literacy (PAL) Program.

PAL is a program funded by the Pennsylvania Department of Education (PDE) that matches students with tutors in one-on-one and classroom situations. The PDE provides financial support for our programs based upon the number of volunteer tutors we enlist and the number of students we serve. As a volunteer tutor in the PAL Program, you make possible the continued state support or this most needed service to adults who want to improve their lives through education.

Thank you for your help, and welcome to the DCA family!

Basic Philosophy for PAL Tutors

A most important part of this volunteer program is your genuine devotion to and concern for your student.

The CIU 10 Development Center for Adults believes that each adult learner has the ability to succeed. Previous failures in school are most often due to environmental inflexibility or extenuating life circumstances.

Our goal is to help learners to acquire basic literacy skills. Part of accomplishing this is to build a ladder of successful learning experiences. This gives the student a more positive self-image, based on greater self-confidence and improved competence. PAL volunteer tutors are an integral part of this goal.

Before studying the teaching materials, think carefully. Are you prepared to follow through on this program? A volunteer who drops out is a tremendous disappointment to a student, and this can be more damaging than you imagine.

Likewise, a volunteer with genuine commitment and a kind heart can have a significant impact on a student's life.

Good Luck!

The Tutor

To be a tutor does not mean

To be all knowledgeable.

To be a tutor is to be a

Person

Who wants to learn,

Just as he or she

Wants to help others

To learn.

Characteristics of Adult Students

Adults bring experience to the classroom
-- Use it.

Adults sometimes doubt their abilities to learn
-- Provide success.

Adults want immediate application of what they learn
-- Teach skills relevant to their daily lives.

Adults are sensitive to non-verbal communication
-- Watch body language.

Adults are slower to change habits than young people
-- Be patient.

Adults often don't feel free to express themselves
-- Be encouraging

Adults are used to being treated as mature adults
-- Don't talk down to them.

Adults are often more highly motivated than younger students
-- Maintain this motivation.

How we Learn

Students retain . . .

10% of what they **read**

20% of what they **hear**

30% of what they **see**

50% of what they **see and hear**

70% of what they **say**

90% of what they **say as they do a thing.**

Tell me, I'll forget
Show me, I may remember
Involve me, I'll understand

Tutoring Tips

Always try to find out what process the student is currently using to find an answer. Insight into a student's problem-solving strategies can help you redirect his or her process when it takes a wrong route. Direct your student's learning with questions like these:

- Show (or tell) me how you would start the problem.
- Explain why you decided to do this step here.
- In general, what was the reading about?
- Where did you find your answer?

Resist showing your student how to do things. Explain steps while they are doing things. Your student should be doing most of the work in any tutor session.

Learning Styles

Crucial to your ability to assist others in learning is an understanding that everyone has an individual learning style. Individuals have preferences for the ways they take in information. For example, if you instruct a group of people to memorize a list of numbers or words, you'll find that each attempts the task through methods particular to his or her learning style. The person who learns best through listening will repeat the list aloud or ask you to do so. In contrast, a visual learner would probably want to see the numbers or words in print in order to memorize them. Generally, these learning styles have been categorized as Visual, Auditory, and Tactile/Kinesthetic. However, two more learning styles: Print-oriented and Interactive are explored in *Honoring Diversity: A Multidimensional Learning Model for Adults.* (See Bibliography.)

Discovering a student's learning style can be as easy as attending to the way he or she attempts to solve a problem. Consider the G.E.D student who can't comprehend a reading passage without reading it aloud: this person relies heavily on auditory learning. Strategies that students use for solving problems are like beacons flashing bright messages to the educator who can interpret them.

Discuss with your PAL Coordinator methods you can employ to determine your student's learning style. Two useful resources are the **Modality Strengths Checklist** and the **Barsch Learning Styles Inventory.** Ask about these and others available to you.

Instructional Strategies for Different Learning Style

Visual

- Movies
- Filmstrips
- Slides
- Television
- Video
- Charts, Graphs, Maps
- Transparencies
- Picture Books
- Textbooks
- Illustrations
- Posters
- Bulletin Boards

Auditory

- Lectures
- Guest Speakers
- Verbal Repetition
- Oral Directions
- Audio Tapes
- Records/Interviews
- Team Learning
- Oral Responses
- Indepth written instruction
- Group Discussion

Tactile

- Models
- Field Trips
- Writing
- Role Playing
- Computer-assisted instruction
- Demonstrations
- Drawing
- Manipulatives

Kinesthetic

- Plays
- Creating Dioramas
- Group Projects
- Simulations
- Frequent breaks for movement
- Dramas
- Learning Games
- Competition

Learning Disabilities

The federal government has defined learning disabilities in Public Law 94-142 (The Education of All Handicapped Children Act) as follows:

> "Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage."

To put this in simpler terms: a person with a learning disability is someone who has one or more significant deficits in the essential learning processes. This deficit can be in the intake of information, in the synthesis of it, or in the output of it. As examples, an input problem could be a perceptual difficulty (visual or auditory); a synthesis problem could be weak retention of long or short-term memory; and an output problem could be an inability to express in written or spoken language what one has learned.

A person with a learning disability is usually considered to have near average or above average intelligence. However, for some reason (sometimes known, sometimes not) there is a gap between potential and achievement.

Symptoms of a Learning Disability

The symptoms of learning disabilities are a diverse set of characteristics which affect development and achievement. A person with a learning disability has a cluster of these symptoms which do not disappear with age. The most frequently displayed symptoms are

- short attention span;
- poor memory;
- difficulty following directions;
- inadequate ability to discriminate between letters, numerals or sounds;
- poor reading ability;
- eye-hand coordination problems;
- difficulties with sequencing;
- disorganization;

and numerous other problems which may affect all of the sensory systems.

How Can You Help a Person with a Learning Disability?

Many people have learning problems. Our program attempts to alleviate learning problems by using a wide variety of instruction materials and methods. Finding a new way to say or do something can often unlock the door for a learning disabled student. Compensatory techniques such as using an index card to help focus reading, constructing a times table to help with math, or simply using a dictionary to help with severe spelling problems are often successful. **The most important thing to remember is that a student is capable of learning.**

General Tips to Help Students with Learning Disabilities

1. Always teach a new concept using more than one learning style (auditory, visual, tactile/kinesthectic).

2. Talk with the student about what techniques work best for him or her.

3. Teach for success. Break lessons or tasks into manageable parts.

4. Provide structure and orderliness. Help the learner identify organizational patterns.

5. Make directions specific, concrete and understandable. Make clear transitions from one topic or task to the next.

6. Help set realistic goals; give positive feedback.

7. Teach such transferrable learning strategies as listening, paraphrasing, error monitoring, notetaking, and so on.

8. Help student develop "cheat cards" that list steps to be followed in math problems with multi-step tasks.

9. Teach memory techniques such as chunking and mnemonics.

10. Build on strengths rather than repeating weaknesses.

Adapted from *Adults with Learning Disability: An Overview*, Ross-Gordon, 1989.

Strategies for Students with Learning Difficulties

Math

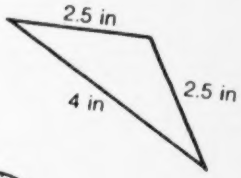
- Circle or highlight the calculation sign (+,-, x, ÷).

- Work the problem on graph paper.

- Create a flow chart showing order of computation.

- Break down word problems into components: 1) given, 2) process, 3) computation, and 4) solution.

- Give a few problems at a time.



- Talk through the problem.

$$\begin{array}{r} 207 \\ \times 13 \\ \hline 621 \\ 207 \\ \hline 2691 \end{array}$$

- Highlight directions.

$\frac{2}{3} = \frac{4}{6}$

- Teach multiplication shortcuts.

- Put filter paper, usually green, over math problems or highlight with green marker.

- Give extra practice when a new procedure is learned.

- Work each step, do not shorten the process.

- Do not mix problems on a page.

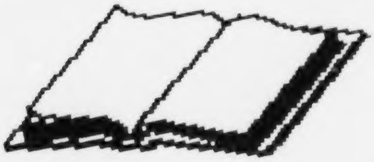
- Rewrite problem in working format.

- Write numbers precisely.

Adapted from worksheet by Mary McManus

Strategies for Students with Learning Difficulties
Reading

- Use guide to keep place.
- Use filter over text, usually blue or yellow.
- Tape record story for extra practice.
- Read in unison.



- Highlight key words.
- Work in short time periods.
- Combine reading and writing exercises to reinforce each other.
- Have student keep a daily journal. Don't worry about grammar or spelling. (Poor readers are usually poor writers; this will help to reinforce skills).
- Don't overwhelm; work below grade level.
- Practice with material of student's interest.
- Have student write new vocabulary words on index cards to help retain vocabulary.
- Use cloze exercises (sentences leaving outa key word); student must fill in the blank.

--Reading Strategies Continued--

- Use words commonly confused in multiple choice selections. Have student underline the correct word. Ex. He wanted to (walk, wash) his clothes.
- Give specific instruction in using dictionaries.
- Use colored pen to emphasize vocabulary when writing key words.
- Use icons or pictures with words for memory jogger.
- Teach sight word vocabulary.
- Teach common synonyms, antonyms and homonyms.
- Introduce new words in assignments and their dictionary meanings; relate words to what is being taught.
- Review words periodically.
- Teach students to recognize multi-meaning words.
- Teach the use of contractions and compound words.
- Teach possessives and plurals.
- Guide students' reading by use of meaningful questions.

Worksheet by Mary McManus

Tutoring Tips

1. **Keep your commitment.**
   Students look forward to your coming. If you know you'll be late or unable to make it, tell them in advance. Also, if your student is absent without letting you know, try to find out why by a telephone call.
2. **Be warm and friendly.**
   Learn the students' names and make sure they know your name. Sit next to students so you can work with them.
3. **Accept a student just as he or she is.**
   Don't be judgmental about a student's abilities, progress, background or lifestyle, dress or grooming.
4. **Let students talk out problems.**
   If a student is upset, you need not solve the problem; however; by listening and talking for 10-15 minutes you let the student know you care.
5. **Encourage students to continue.**
   Use tact and positive comments. Seek something worthy of a compliment, no matter how small, especially when a student is having difficulty. Have absolute confidence in your student's ability to learn.
6. **Avoid *always* playing the tutor role.**
   Your student possesses knowledge and experience that you do not. Investigate your student's areas of expertise --karate, gardening, mechanical know-how . . . whatever-- and give the individual opportunities to tutor you.
   Learn to use your student's interest areas in forming problem-solving questions.
7. **Relate material to everyday life.**
   If material has a personal meaning it will be remembered.

8. **Encourage students to think.**
Give students plenty of time to answer questions. Silence often means the student is organizing his or her thoughts.
9. **Plan for the student to make progress each day.**
The student must recognize some success each time you meet. Without some planning, failures and frustrations result.
10. **Be careful about presenting choices.**
If you ask, "Do you want . . . ?" the answer may be "No!" If you ask, "What do you want to do?" the answer may be a suggestion completely unacceptable to you. It is wiser to offer alteratives: "Shall we work on fractions or on your writing skills today?"
11. **Admit when you don't know an answer.**
Your student is greatly relieved when you admit that you don't know something. It's hard for students to work with you when they think you know everything and they know nothing.
12. **Correct errors casually.**
The manner in which you correct errors is very important. Don't over emphasize the error by asking questions to lead your student to correct it his/herself. Teach and reteach the point, if you need to, but do not make an issue of the error itself.
13. **Be Patient.**
Progress can be very slow. You cannot hope to teach overnight what for years your student has been unable to learn.
14. **Keep a notebook.**
Note the concepts and details which trouble your students so that you will remember to review them on a regular basis. Also, keep a record of what you did during the lessons.
15. **Maintain a sense of humor.**

Student Goals Checklist

Every student in an adult education classroom has some reason for attending. Most often this reason is related to a long term goal. Few students see the acquisition of basic skills or a GED as an end in itself. Instead it is a means to a job or better job, entrance into school, or simply less dependence on others.

One of the first things you should do as a volunteer tutor is find out your students' long-term goal(s) and set realistic short term goals that have success-oriented sub-steps.

Read the following goals to your students. Check all of the goals your student feels he/she can do and those that he/she would like to do. Do not mark anything if it is of no interest.

Can Do	Wants to Do	**For the Job:**
_____	______	Read want ads in a newspaper
_____	______	Read a paycheck stub
_____	______	Read memos from the office
_____	______	Get a better job
_____	______	Fill out application forms
_____	______	Write a letter to get a job
_____	______	Get into the military
_____	______	Take a test for a new job
_____	______	Write end-of-shift reports
_____	______	Read employee benefit packages
_____	______	Read and write specific job vocabulary
_____	______	Read and write notes to/from co-workers
_____	______	Write inventory lists
_____	______	Do math for the job

For the family:
_____ ______ Read to young children
_____ ______ Help children with English homework
_____ ______ Help children with math homework
_____ ______ Read medicine labels
_____ ______ Read and write notes for children's schools
_____ ______ Read daily mail
_____ ______ Understand a bill
_____ ______ Read a phone book
_____ ______ Read and write shopping lists
_____ ______ Understand a checkbook and banking
_____ ______ Read contracts before signing

For the Self:
_____ ______ Read books for enjoyment
_____ ______ Write letters to friends
_____ ______ Keep a diary
_____ ______ Pass the written driver's test
_____ ______ Read a map
_____ ______ Read the newspaper
_____ ______ Read labels and billboards
_____ ______ Read the Bible
_____ ______ Read magazines
_____ ______ Order from a menu

Educational Goals:
_____ ______ Learn to use a computer
_____ ______ Learn to use a dictionary
_____ ______ Learn basic math
_____ ______ Get a G.E.D.
_____ ______ Go to training school
_____ ______ Go to college

Social Goals:

_____ ______ Participate in church activities
_____ ______ Get involved in community politics
_____ ______ Get involved in parent/teacher organizations

Other Goals to Learn: (Tutor and student fill in here.)

Short-term goals must be achievable. In addition to writing goals, try to set small verbal goals for each tutoring session. Reaching a goal, no matter how small, is one of the most important aspects of the tutoring process.

Success raises a student's aspirations. Whatever success you help your student to achieve will help promote a student's positive self-image and increase his or her chance for further success.

Judy Rance-Rudy
Lehigh University, 1991

Why Some Students Drop Out

Each of your adult students comes to you of his or her free will and continues only as long as he/she wants to stay or can stay. Each student brings along many problems that are obstacles to effective learning. You must be aware of the possiblility that any student may drop out of the program at any time.

Often students drop out because their immediate needs and interests are not being met. There are other reasons, of course, many of which are unavoidable. Watch for these behavior clues which will alert you to the possibility that your student may be considering dropping out:

- hostility toward lesson work
- inadequate participation
- irregular attendance
- failure to keep promises
- inattention or erratic attention
- too much dependence on the tutor
- inability to start and continue alone

These signs should not cause you to think of your student as lazy, perverse or dull. They may be calls for help due to problems of instruction (curriculum and/or the tutor) or the student's motivation or personal problems. If possible, talk frankly with the student about such problems. Your student may have some difficulty putting it into words, but once the problem has been pinpointed, you can decide, together, on an appropriate course of action.

Problems of Instruction

As a tutor, you have much to do with maintaining the student's desire to learn. Good rapport, in addition to well-planned and executed lessons, is basic. Evaluate your teaching. If you have kept records, you know how much progress your student has made. If you have hit a plateau, try something new. Just repeating what has previously been done probably will not move your student forward. If one set of instructional materials doesn't work, try another.

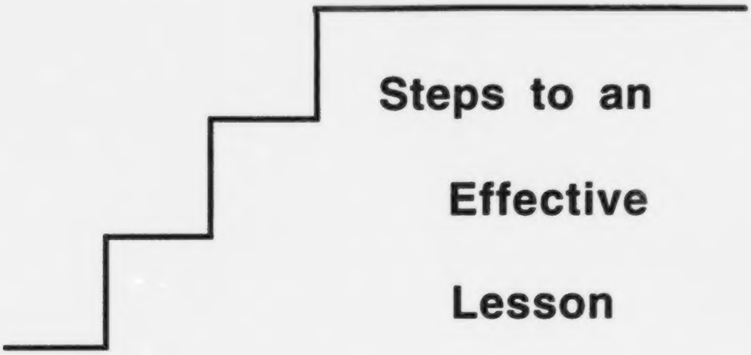
Students' Problems

Problems not related to the material cause many students to drop out. For example, three common reasons given by students for quitting are

- moving, relocating
- personal or family problems
- health-related problems

As a volunteer tutor, you may be able to help with some of your students' physical, social and economic problems through referrals to other community agencies. Students who have overwhelming problems on several fronts are usually not ready to take on the added effort of learning. In such instances, it may be better to help them get assistance for their personal affairs before they tackle their educational pursuits.

It is worth remembering that, aside from whatever degree of academic progress your student makes, **the quality of respect and concern you show each other can, in itself, be an experience of incalculable value to you both.**



Steps to an Effective Lesson

1. Greet your student warmly by name and set the tone for a positive learning experience.

1. Review material from previous lesson.

2. Set a purpose for learning new lesson concepts by relating the concepts to your student's life.

3. Provide an overview of lesson concepts in the sequence they will be taught.

4. Provide enough practice and examples of new concepts for the student's understanding.

5. Frequently check student's understanding throughout the lesson; re-teach as necessary.

6. Provide home-work assignments for student practice.

7. Provide lesson closure (that is, a definite summary of concepts and an ending to the lesson).

Selected Bibliography

(These resources are available in the Reference Section of the ABE/GED classroom.)

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Library for the Blind and Physically Handicapped. *Adult Basic Education and General Education Development Programs for Disabled Adults.* Philadelphia: Free Library of Philadelphia, 1987.

Shelton, Leslie, Joan Sheldon Conan, and Holly Fulghum-Nutters. *Honoring Diversity: A Multidimensional Learning Model for Adults.* Sacramento: California State Library Foundation, 1992.

Vitale, Barbara Meister. *Unicorns Are Real.* New York: Warner Books, Inc., 1986.

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Appendix
A

A1

PENNSYLVANIA DEPARTMENT OF EDUCATION ADULT BASIC EDUCATION PROGRAMS

Class No. ____________

STUDENT INTAKE/DATA FORM - USE NO. 2 PENCIL ONLY

COPY ONE-UPON ENROLLMENT SEND TO BUREAU OF ADULT BASIC AND LITERACY EDUCATION

Name: ______________________________

Home Address: ______________________________
Number and Street

City: ______________________ Telephone No. ______________

Name of person other than student's immediate family who will know where student is living should he/she move from present address. Not required for PDE reporting.

Name: ______________________________

Address/Phone: ______________________________

PROGRAM NUMBER

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

MONTH OF ENROLLMENT

- ○ JULY
- ○ AUG
- ○ SEPT
- ○ OCT
- ○ NOV
- ○ DEC
- ○ JAN
- ○ FEB
- ○ MAR
- ○ APR
- ○ MAY
- ○ JUN

PROGRAM YEAR 93-94

Read the accompanying coding instructions before completing this form. Students should not complete these forms unassisted because of the extensive coding required. Responses are used for state and federal reporting and individuals are never identified.

Complete Copy One for each individual at the time of enrollment. After filling out the names and addresses, fold back both Copy One and Copy Two to avoid carbon-through to Copy Four. Detach AND SUBMIT Copy One to the Bureau of Adult Basic & Literacy Education, 333 Market Street, Harrisburg, PA 17126-0333. Complete AND SUBMIT Copy Three at the end of program or as soon as the student has terminated instruction. Retain Copies Two and Four for your records. Use Copy Five for Corrections. See instructions for use.

1 SOCIAL SECURITY NUMBER

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

2 STUDENT ZIP CODE

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

3 COUNTY

(see instructions for 2 digit code)

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

4 SCHOOL DISTRICT (see instructions for code)

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

5 SEX

- ○ Male
- ○ Female

6 RACE

- 1 American Indian or Alaskan Native
- 2 Asian or Pacific Islander
- 3 Black
- 4 Hispanic
- 5 White

7 STUDENT'S INITIAL ENTRY LEVEL

ESL
- ○ Beginning
- ○ Intermediate
- ○ Advanced

ABE
- ○ Beg. 0-5
- ○ Inter. 6-8
- ○ GED 9-12

8 AGE IN YEARS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

AGE GROUP
- ○ 16-2
- ○ 25-4
- ○ 45-5
- ○ 60+

9 Student household status (mark one)

- ○ Head of a Single Parent Household
- ○ Head or Spouse (Partner) of 2 Parent Household
- ○ Head or Spouse No Dependents
- ○ Dependent Member of Household
- ○ Living Alone
- ○ Group Quarters

10 Number of Dependents Under 18

DEPENDENTS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

11 Please mark if student is enrolled in one of the following programs.

- ○ Workplace Literacy Program
- ○ Family Literacy Program
- ○ One-On-One Tutoring Program

12

a. At time of enrollment student is . . . (mark one-see instructions)

○ employed ○ unemployed/not available for work
○ unemployed/available for work

b. At time of enrollment does the student receive public assistance?

○ Yes ○ No

c. At time of enrollment student is (mark ALL that apply - see instructions)

○ handicapped ○ limited in English proficiency
○ institutionalized ○ displaced homemaker
○ homeless adult ○ enrolled in other Federal training or educational prog. (PIC, etc.)
○ an immigrant

13

a. Student's classes located in (see instructions for code)

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

b. Does the class location indicated in 13 a. meet the criteria set forth in the instructions for a "Learning Center?"

- ○ Yes
- ○ No

14 Last grade of school completed

○ 00 ○ 06
○ 01 ○ 07
○ 02 ○ 08
○ 03 ○ 09
○ 04 ○ 10
○ 05 ○ 11
○ 12
○ Special Education
○ Non-English Diplo
○ Post-High School Study

15 How did student find out about this program? (Mark only ONE):

- ○ School Board, IU, School announcement
- ○ Newspaper, radio, TV
- ○ Handout, mailed leaflet
- ○ Sign, billboard, phonebook
- ○ Relative, friend, acquaintance
- ○ Employer/union-worksite announcement
- ○ Previously studied ABE/GED or Adult Literacy
- ○ School/college counselor/teacher
- ○ Institution or group home personnel
- ○ Library/other independent adult ed agency
- ○ Community agency/human services agency
- ○ Clergy/church group
- ○ PIC/JTPA SPOC program
- ○ Rehab. Counselor, caseworker, OES job service
- ○ Court: Probation, parole, etc.
- ○ Military recruiter
- ○ Political/public official
- ○ Other (none of the above)

16 Major reason for participating in program (mark only ONE):

- ○ to improve job prospects
- ○ to learn better English
- ○ to obtain driver's license
- ○ to obtain citizenship
- ○ to get diploma or certificate
- ○ to qualify for training or military
- ○ to read to or help children with homework
- ○ social acceptance, self satisfaction
- ○ qualify for college, business school
- ○ required by probation, welfare, parole
- ○ to achieve competency in reading spelling etc., with no specific purpose in mind
- ○ to achieve competency in math
- ○ other (none of the above)

☐ ○ ○ ■ ○ ○ ■ ○ ○ ○ ○ ○ ■ ○ ■ ■ ○ ○ ○ ○ ○ ○ ○ ○

DO NOT WRITE IN THIS AREA

53320

PDE-4028 (8/93)

DETACH AND SUBMIT

PAGE

BEST COPY AVAILABLE

LVANIA DEPARTMENT OF EDUCATION ADULT BASIC EDUCATION PROGRAMS
STUDENT INTAKE/DATA FORM - USE NO. 2 PENCIL ONLY
COPY TWO - RETAIN FOR YOUR FILES

PROGRAM NUMBER

0 0 0 0 0 0
1 1 1 1 1 1
2 2 2 2 2 2
3 3 3 3 3 3
4 4 4 4 4 4
5 5 5 5 5 5
6 6 6 6 6 6
7 7 7 7 7 7
8 8 8 8 8 8
9 9 9 9 9 9

MONTH OF ENROLL-MENT

○ JULY
○ AUG
○ SEPT
○ OCT
○ NOV
○ DEC
○ JAN
○ FEB
○ MAR
○ APR
○ MAY
○ JUN

PROGRAM YEAR 93-94

____

s: ______________________________
Number and Street

______________________________ Telephone No. ______________

ı other than diate family /here student ne/she move ldress. Not E reporting.	Name: ______________________________ Address/Phone: ______________________________

anying coding instructions before completing this form. Students should not complete these forms unassisted because of the extensive coding required. Responses d federal reporting and individuals are never identified.

ne for each individual at the time of enrollment. After filling out the names and addresses, fold back both Copy One and Copy Two to avoid carbon-through to Copy SUBMIT Copy One to the Bureau of Adult Basic & Literacy Education, 333 Market Street, Harrisburg, PA 17126-0333. Complete AND SUBMIT Copy Three at the s soon as the student has terminated instruction. Retain Copies Two and Four for your records. Use Copy Five for Corrections. See instructions for use.

RITY NUMBER

0 0 0 0
1 1 1 1
2 2 2 2
3 3 3 3
4 4 4 4
5 5 5 5
6 6 6 6
7 7 7 7
8 8 8 8
9 9 9 9

2 STUDENT ZIP CODE

0 0 0 0 0
1 1 1 1 1
2 2 2 2 2
3 3 3 3 3
4 4 4 4 4
5 5 5 5 5
6 6 6 6 6
7 7 7 7 7
8 8 8 8 8
9 9 9 9 9

3 COUNTY

(see instructions for 2 digit code)

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

4 SCHOOL DISTRICT (see instructions for code)

0 0 0 0 0
1 1 1 1 1
2 2 2 2 2
3 3 3 3 3
4 4 4 4 4
5 5 5 5 5
6 6 6 6 6
7 7 7 7 7
8 8 8 8 8
9 9 9 9 9

5 SEX

○ Male
○ Female

6 RACE

① American Indian or Alaskan Native
② Asian or Pacific Islander
③ Black
④ Hispanic
⑤ White

7 STUDENT'S INITIAL ENTRY LEVEL

ESL
○ Beginning
○ Intermediate
○ Advanced

ABE
○ Beg. 0-5
○ Inter. 6-8

○ GED 9-12

8 AGE IN YEARS

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

AGE GROUP
○ 16-24
○ 25-44
○ 45-59
○ 60+

ıs

1

d

ber

10 Number of Dependents Under 18 DEPENDENTS

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

11 Please mark if student is enrolled in one of the following programs.

○ Workplace Literacy Program
○ Family Literacy Program
○ One-On-One Tutoring Program

12
a. At time of enrollment student is . . . (mark one-see instructions)
○ employed ○ unemployed/not available for work
○ unemployed/available for work

b. At time of enrollment does the student receive public assistance?
○ Yes ○ No

c. At time of enrollment student is (mark ALL that apply - see instructions)
○ handicapped ○ limited in English proficiency
○ institutionalized ○ displaced homemaker
○ homeless adult ○ enrolled in other Federal training or educational prog. (PIC, etc.)
○ an immigrant

13
a. Student's classes located in (see instructions for code)

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

b. Does the class location indicated in 13 a. meet the criteria set forth in the instructions for a "Learning Center?"
○ Yes
○ No

14 Last grade of school completed:
○ 00 ○ 06
○ 01 ○ 07
○ 02 ○ 08
○ 03 ○ 09
○ 04 ○ 10
○ 05 ○ 11
○ 12
○ Special Education
○ Non-English Diploma
○ Post-High School Study

dent find out about this program? (Mark only ONE):
IU, School announcement
dio, TV
ed leaflet
phonebook
d, acquaintance
on-worksite announcement
died ABE/GED or Adult Literacy
e counselor/teacher
group home personnel
○ Library/other independent adult ed agency
○ Community agency/human services agency
○ Clergy/church group
○ PIC/JTPA SPOC program
○ Rehab. Counselor, caseworker, OES job service
○ Court: Probation, parole, etc.
○ Military recruiter
○ Political/public official
○ Other (none of the above)

16 Major reason for participating in program (mark only ONE):
○ to improve job prospects
○ to learn better English
○ to obtain driver's license
○ to obtain citizenship
○ to get diploma or certificate
○ to qualify for training or military
○ to read to or help children with homework
○ social acceptance, self satisfaction
○ qualify for college, business school
○ required by probation, welfare, parole
○ to achieve competency in reading/spelling etc., with no specific purpose in mind
○ to achieve competency in math
○ other (none of the above)

☐○○○○○○○○○○○○○○○○○○○○○○○○
DO NOT WRITE IN THIS AREA

53320

PDE-4028 (8/93)

RETAIN FOR YOUR FILES

' SEPARA-
: If "Early
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indicate the
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tion from this
Consult in-
ons and enter
igit number.
If a student
ETES a
at student is
n early
ion, even if
leaves
the program

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

TEST information:

TS
ns)

h. GED/Grade level/scale score

0 0 0
1 1 1
2 2 2
3 3 3
4 4 4
5 5 5
6 6 6
7 7 7
8 8 8
9 9 9

omic
a job.
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ob retention.
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inal objective.

3320

28 (8/93)

BEST COPY AVAILABLE

PENNSYLVANIA DEPARTMENT OF EDUCATION ADULT BASIC EDUCATION PROGRAMS
COMPLETION AND IMPACT DATA - USE NO. 2 PENCIL ONLY
COPY THREE - SUBMIT AT THE END OF STUDENT'S PROGRAM

Name: ______________________________

Home Address: ______________________________
Number and Street

City: ______________________ Telephone No. ______________

Name of person other than student's immediate family who will know where student is living should he/she move from present address. Not required for PDE reporting.	Name: ______________________ Address/Phone: ______________________

PROGRAM NUMBER

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

17 **How many hours of instruction did this student receive during this program?**

(Round Fractions)

HOURS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

18 **Other contact hours (counseling, assessment, etc.)**

(Round Fractions)

HOURS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

19 **COMPLETION AND EARLY SEPARATION DATA**

For the entry level (ESL, 0-5, 6-8, or 9-12) indicated in item 7, Copy one of the following:

- ○ Completed and moved to higher level (Student completed level in which enrolled and re-enrolled in a higher level).
- ○ Completed (Student completed level of instruction in which enrolled: no subsequent enrollment in higher level).
- ○ Continued (Student attended instruction througthout the program; still progressing at same level).
- ○ Early Separation (Student did not complete level of instruction in which enrolled and separated before end of program).

20 **EARLY SEPARATIONS: If "Early Separation" is marked above, please indicate the primary reason for the student's early separation from this level. (Consult instructions and enter one 2 digit number. NOTE: If a student COMPLETES a level, that student is NOT an early separation, even if he/she leaves before the program ends.)**

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

21 **Mark the number of Grade Levels or ESL levels the student advanced.**

- ○ 0
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9

22 **If tested, please complete the following PRETEST information:**

Name of pretest or preassessment ______________________

a. TEST CODE		**b. PRETEST MONTH**		**c. SUBJECTS** (See intructions)	**d. GED/Grade level/scale score**		
0	0	0	0	○ R	0	0	0
1	1	1	1	○ M	1	1	1
2	2	2	2	○ C	2	2	2
3	3	3	3		3	3	3
4	4	4	4		4	4	4
5	5	5	5		5	5	5
6	6	6	6		6	6	6
7	7	7	7		7	7	7
8	8	8	8		8	8	8
9	9	9	9		9	9	9

If tested, please complete the following POSTTEST information:

Name of posttest or postassessment ______________________

e. TEST CODE		**f. POSTTEST MONTH**		**g. SUBJECTS** (See intructions)	**h. GED/Grade level/scale score**		
0	0	0	0	○ R	0	0	0
1	1	1	1	○ M	1	1	1
2	2	2	2	○ C	2	2	2
3	3	3	3		3	3	3
4	4	4	4		4	4	4
5	5	5	5		5	5	5
6	6	6	6		6	6	6
7	7	7	7		7	7	7
8	8	8	8		8	8	8
9	9	9	9		9	9	9

23 **IMPACT DATA: ACHIEVEMENT OF PROGRAM PARTICIPANTS**
You must mark at least one, but mark as many as appropriate. Use copy 5 if additional impacts occur after submission of this form.

Educational

- ○ Improved basic skills for personal satisfaction and increased self-confidence.
- ○ Completed ABE Level I (0-5), ABE Level II (6-8), or GED Prep. (9-12)
- ○ Completed Beginning ESL.
- ○ Completed Intermediate ESL.
- ○ Completed Advanced ESL.
- ○ Improved reading, writing, and math skills.
- ○ Obtained an adult high school diploma.
- ○ Passed the GED test.
- ○ GED test taken; results not received.
- ○ Learned the English language (for participants whose primary language is not English)
- ○ Entered another education/training program.

Societal

- ○ Received U.S. Citizenship.
- ○ Registered to vote or voted for the first time.
- ○ Received driver's license as a result of program.
- ○ Referred to agencies (other than educational) for needed services.

Economic

- ○ Obtained a job.
- ○ Obtained a better job or salary, or secured job retention.
- ○ Was removed from public assistance.
- ○ Met personal objective.

Completed by: ______________________
Initials

53320

DO NOT WRITE IN THIS AREA

DETACH AND SUBMIT AT END

PDE-4028 (8/93)

PENNSYLVANIA DEPARTMENT OF EDUCATION ADULT BASIC EDUCATION PROGRAMS
COMPLETION AND IMPACT DATA - USE NO. 2 PENCIL ONLY
COPY FOUR - RETAIN FOR YOUR FILES

Name: ____________________

Home Address: ____________________
Number and Street

City: ____________________ Telephone No. ____________________

Name of person other than student's immediate family who will know where student is living should he/she move from present address. Not required for PDE reporting.	Name: ____________________ Address/Phone: ____________________

PROGRAM NUMBER

○ 0	○ 0	○ 0	○ 0	○ 0	○ 0
○ 1	○ 1	○ 1	○ 1	○ 1	○ 1
○ 2	○ 2	○ 2	○ 2	○ 2	○ 2
○ 3	○ 3	○ 3	○ 3	○ 3	○ 3
○ 4	○ 4	○ 4	○ 4	○ 4	○ 4
○ 5	○ 5	○ 5	○ 5	○ 5	○ 5
○ 6	○ 6	○ 6	○ 6	○ 6	○ 6
○ 7	○ 7	○ 7	○ 7	○ 7	○ 7
○ 8	○ 8	○ 8	○ 8	○ 8	○ 8
○ 9	○ 9	○ 9	○ 9	○ 9	○ 9

17 How many hours of instruction did this student receive during this program?

(Round Fractions)

HOURS

○ 0	○ 0
○ 1	○ 1
○ 2	○ 2
○ 3	○ 3
○ 4	○ 4
○ 5	○ 5
○ 6	○ 6
○ 7	○ 7
○ 8	○ 8
○ 9	○ 9

18 Other contact hours (counseling, assessment, etc.)

(Round Fractions)

HOURS

○ 0	○ 0
○ 1	○ 1
○ 2	○ 2
○ 3	○ 3
○ 4	○ 4
○ 5	○ 5
○ 6	○ 6
○ 7	○ 7
○ 8	○ 8
○ 9	○ 9

19 **COMPLETION AND EARLY SEPARATION DATA**

For the entry level (ESL, 0-5, 6-8, or 9-12) indicated in item 7, Copy one of the following:

- ○ Completed and moved to higher level (Student completed level in which enrolled and re-enrolled in a higher level).
- ○ Completed (Student completed level of instruction in which enrolled; no subsequent enrollment in higher level).
- ○ Continued (Student attended instruction througthout the program; still progressing at same level).
- ○ Early Separation (Student did not complete level of instruction in which enrolled and separated before end of program).

20 **EARLY SEPARATIONS: If "Early Separation" is marked above, please indicate the primary reason for the student's early separation from this level. (Consult instructions and enter one 2 digit number. NOTE: If a student COMPLETES a level, that student is NOT an early separation, even if he/she leaves before the program ends.)**

○ 0	○ 0
○ 1	○ 1
○ 2	○ 2
○ 3	○ 3
○ 4	○ 4
○ 5	○ 5
○ 6	○ 6
○ 7	○ 7
○ 8	○ 8
○ 9	○ 9

21 **Mark the number of Grade Levels or ESL levels the student advanced.**

- ○ 0
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9

22

If tested, please complete the following PRETEST information:

Name of pretest or preassessment ____________________

a. TEST CODE		b. PRETEST MONTH		c. SUBJECTS (See intructions)	d. GED/Grade level/scale score		
○ 0	○ 0	○ 0	○ 0	○ R	○ 0	○ 0	○ 0
○ 1	○ 1	○ 1	○ 1	○ M	○ 1	○ 1	○ 1
○ 2	○ 2	○ 2	○ 2	○ C	○ 2	○ 2	○ 2
○ 3	○ 3	○ 3	○ 3		○ 3	○ 3	○ 3
○ 4	○ 4	○ 4	○ 4		○ 4	○ 4	○ 4
○ 5	○ 5	○ 5	○ 5		○ 5	○ 5	○ 5
○ 6	○ 6	○ 6	○ 6		○ 6	○ 6	○ 6
○ 7	○ 7	○ 7	○ 7		○ 7	○ 7	○ 7
○ 8	○ 8	○ 8	○ 8		○ 8	○ 8	○ 8
○ 9	○ 9	○ 9	○ 9		○ 9	○ 9	○ 9

If tested, please complete the following POSTTEST information:

Name of posttest or postassessment ____________________

e. TEST CODE		f. POSTTEST MONTH		g. SUBJECTS (See intructions)	h. GED/Grade level/scale score		
○ 0	○ 0	○ 0	○ 0	○ R	○ 0	○ 0	○ 0
○ 1	○ 1	○ 1	○ 1	○ M	○ 1	○ 1	○ 1
○ 2	○ 2	○ 2	○ 2	○ C	○ 2	○ 2	○ 2
○ 3	○ 3	○ 3	○ 3		○ 3	○ 3	○ 3
○ 4	○ 4	○ 4	○ 4		○ 4	○ 4	○ 4
○ 5	○ 5	○ 5	○ 5		○ 5	○ 5	○ 5
○ 6	○ 6	○ 6	○ 6		○ 6	○ 6	○ 6
○ 7	○ 7	○ 7	○ 7		○ 7	○ 7	○ 7
○ 8	○ 8	○ 8	○ 8		○ 8	○ 8	○ 8
○ 9	○ 9	○ 9	○ 9		○ 9	○ 9	○ 9

23 **IMPACT DATA: ACHIEVEMENT OF PROGRAM PARTICIPANTS**
You must mark at least one, but mark as many as appropriate. Use copy 5 if additional impacts occur after submission of this form.

Educational

- ○ Improved basic skills for personal satisfaction and increased self-confidence.
- ○ Completed ABE Level I (0-5), ABE Level II (6-8), or GED Prep. (9-12)
- ○ Completed Beginning ESL.
- ○ Completed Intermediate ESL.
- ○ Completed Advanced ESL.
- ○ Improved reading, writing, and math skills.
- ○ Obtained an adult high school diploma.
- ○ Passed the GED test.
- ○ GED test taken; results not received.
- ○ Learned the English language (for participants whose primary language is not English)
- ○ Entered another education/training program.

Societal

- ○ Received U.S. Citizenship.
- ○ Registered to vote or voted for the first time.
- ○ Received driver's license as a result of program.
- ○ Referred to agencies (other than educational) for needed services.

Economic

- ○ Obtained a job.
- ○ Obtained a better job or salary, or secured job retention.
- ○ Was removed from public assistance.
- ○ Met personal objective.

Completed by: ____________________
Initials

○○○○○○○○○○○○○○○○○○○○○○○○○ 53320

DO NOT WRITE IN THIS AREA

CP93-0854 Printed in U.S.A. (C1 VP)

PDE-4028 (8/93)

RETAIN FOR YOUR FILES

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PENNSYLVANIA DEPT. OF ED. ADULT BASIC ED. PROGRAMS: COPY FIVE - SUBMIT ONLY FOR CHANGES

Enter only the program number, social security number, and the item(s) being added or corrected. It is expecially important that additional impacts are reported. If a student for whom you have already submitted a Copy Three form should return, please submit Copy Five at the end of the program with the total number of hours, etc. for the entire year.

PROGRAM NUMBER

0 1 2 3 4 5 6 7 8 9 (six columns)

MONTH OF ENROLLMENT

- ○ JULY
- ○ AUG
- ○ SEPT
- ○ OCT
- ○ NOV
- ○ DEC
- ○ JAN
- ○ FEB
- ○ MAR
- ○ APR
- ○ MAY
- ○ JUN

PROGRAM YEAR 93-94

SECTION I: CHANGES TO COPY ONE ENROLLMENT DATA

MARK ONLY to DELETE enrollment if duplicate or invalid ○

1 SOCIAL SECURITY NUMBER ___ - __ - ____

0 1 2 3 4 5 6 7 8 9 (nine columns)

3 COUNTY

0 1 2 3 4 5 6 7 8 9 (two columns)

5 SEX

- ○ MALE
- ○ FEMALE

6 RACE

- ① American Indian or Alaskan Native
- ② Asian or Pacific Islander
- ③ Black
- ④ Hispanic
- ⑤ White

7 Correction of Student's initial entry level in this program. Mark one level only (see instructions)

ESL

- ○ Beginning
- ○ Intermediate
- ○ Advanced

ABE

- ○ Beg. 0-5
- ○ Inter. 6-8
- ○ GED 9-12

8 Corrected Age Group:

- ○ 16-24
- ○ 25-44
- ○ 45-59
- ○ 60+

SECTION II: CHANGES TO COPY THREE COMPLETION AND IMPACT DATA

11 Correction: Is student enrolled in one of the following programs?

- ○ Workplace Literacy Program
- ○ Family Literacy Program
- ○ One-On-One Tutoring Program

12

a. Correction: At time of enrollment student is (mark one-see instructions)

- ○ employed
- ○ unemployed/not available for work
- ○ unemployed/available for work

b. Does student receive public assistance?

○ Yes ○ No

c. At time of enrollment student is (mark any additional categories that apply-see instructions)

- ○ handicapped
- ○ limited in English proficiency
- ○ institutionalized
- ○ displaced homemaker
- ○ homeless adult
- ○ enrolled in other Federal training or educational
- ○ an immigrant

17 How many hours of instruction did this student receive during this program? Enter corrected total.

HOURS

0 1 2 3 4 5 6 7 8 9 (two columns)

18 Other contact hours (counseling, assessment, etc.) Enter corrected total.

HOURS

0 1 2 3 4 5 6 7 8 9 (two columns)

19 Correction or revision for the entry level (ESL, 0-5, 6-8, or 9-12) completion status indicated in item 19, Copy Three, mark one of the following:

- ○ Completed and moved to higher level (Student completed level in which enrolled and re-enrolled in a higher level).
- ○ Completed (Student completed level of instruction in which enrolled; no subsequent enrollment in higher level).
- ○ Continued (Student attended instruction throughout the program still progressing at same level).
- ○ Early Separation (Student did not complete level of instruction in which enrolled and separated before end of program).

20 EARLY SEPARATIONS: (Consult instructions section and enter one 2-digit number.)

0 1 2 3 4 5 6 7 8 9 (two columns)

21 Changes to the number of Grade Levels or ESL levels the student advanced.

○ 0 ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9

22

Changed or Additional Information on Student PRETEST:

Name of pretest or preassessment ____________

- a. TEST CODE — 0 1 2 3 4 5 6 7 8 9 (two columns)
- b. PRETEST MONTH — 0 1 2 3 4 5 6 7 8 9 (two columns)
- c. SUBJECTS (See intructions) — ○ R ○ M ○ C
- d. GED/Grade level scale score — 0 1 2 3 4 5 6 7 8 9 (three columns)

Changed or additional information on POSTTEST:

Name of posttest or postassessment ____________

- e. TEST CODE — 0 1 2 3 4 5 6 7 8 9 (two columns)
- f. POSTTEST MONTH — 0 1 2 3 4 5 6 7 8 9 (two columns)
- g. SUBJECTS (See intructions) — ○ R ○ M ○ C
- h. GED/Grade level scale score — 0 1 2 3 4 5 6 7 8 9 (three columns)

23 IMPACT DATA: ACHIEVEMENT OF PROGRAM PARTICIPANTS If additional impacts have occurred since submission of the Copy 3, mark the appropriate item.

Educational

- ○ Improved basic skills.
- ○ Completed ABE Level I (0-5), (6-8), or GED Prep. (9-12)
- ○ Completed Beginning ESL.
- ○ Completed Intermediate ESL.
- ○ Completed Advanced ESL.
- ○ Improved reading, writing, and math skills.
- ○ Obtained an adult high school diploma.
- ○ Passed the GED test.
- ○ GED test taken; results not received.
- ○ Learned the English language (for ESL students).
- ○ Entered another education/training program.

Societal

- ○ Received U.S. Citizenship.
- ○ Registered to vote or voted 1st time.
- ○ Received driver's license.
- ○ Referred to other agency(ies) for services.

Economic

- ○ Obtained a job.
- ○ Improved job status/salary/job security.
- ○ Removed from public assistance.
- ○ Met personal objective.

Completed by: ____________ Initials

DO NOT WRITE IN THIS AREA

53320

SUBMIT ONLY FOR CORRECTIONS OR CHANGES

PDE-4028 (8/93)

150

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PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION PROGRAMS
INSTRUCTIONS: STUDENT INTAKE/DATA FORM (PDE-4028)

1. USE NO. 2 PENCIL ONLY TO FILL OUT FORM. DO NOT USE INK.
2. MAKE NO UNNECESSARY MARKS ON THIS FORM.
3. FILL IN CIRCLE COMPLETELY (●).
4. DO NOT MARK CIRCLE WITH ✓, ✗ OR • .
5. ERASE ALL INCORRECT MARKS COMPLETELY.
6. DO NOT STAPLE, BEND, FOLD, SPINDLE, OR MUTILATE.

A2

Central Intermediate Unit #10
Development Center for Adults
I.E.P./T.R.I.D.

Student's Name ______________________

Student's SS#: ______________________

Class site/number ___________________

Address _____________________________

Phone ____________ D.O.B. ______

Goals:
- ____ Preparation for GED Exam
- ____ Reading level improvement
- ____ Entrance/placement exam prep
- ____ GATB Brush-up
- ____ Basic skills brush-up
- ____ WFL on-site instruction
- ____ Other ______________

Assessment Data

Initial or Pre-test Scores

Test	Score	Date

Final or Post Test Scores

Test	Score	Date

GATB

Unit 1_____
Unit 2_____
Unit 3_____
Unit 4_____
Pre Test_____

LPN

Sp & Voc_____
Full Voc_____
Math & Geom_____
Nat Sc_____
Judg & Adj_____

SHBS

Math Comp_____
Math Appl_____
Eng_____
Rdg_____

Complete this section only if early separation has occurred.

Early separation date: ______________ Due to:

____01-To take a job
____02-To take a better job
____03-Released/transferred from institution
____04-To enter a training program
____05-Met personal objective
____06-Moved from area
____07-Health problem
____08-Transportation problem
____09-Child care problem
____10-Family problem
____11-Time class is scheduled
____12-Location of class
____13-Lack on interest
____14-Financial problem
____15-Information unavailable

EXIT DATA Exit Date: ____________________

Education

____ Improved basic skills for personal satisfaction, self-confidence
____ Completed Level 1 (0-8) or its equivalent
____ Was Level 1 (0-8 and ESL) and improved reading, writing, and math skills
____ Passed GED Exam
____ GED Exam taken; results not received
____ Entered another education/training program

Societal

____ Received U.S. Citizenship
____ Voted for first time
____ Received driver's license
____ Referred to other agencies

Economic

____ Obtained a job
____ Got better job/salary increase
____ Removed from Public Assistance
____ Met personal objective

Complete this section only for JTPA Enrolled Students.

Satisfactory completion:

_____ Yes, based on:

____ passed GED exam
____ post-test results
____ obtained employment
____ obtained primary employment skills
____ obtained 7th grade competencies
____ obtained 10th grade competencies.

If termination was due to employment:
Employer's name ____________________
Employer's address ________________
Employer's phone __________________
Job title __________________________
Hourly wage __________ hrs/wk _______

_____ No, based on:

____ insufficient attendance
____ lack of effort
____ early separation (see above)

Deficiencies

Pre		Post
____	high school diploma	____
____	primary employment skills	____
____	7th grade competencies	____
____	10th grade competencies	____

______________________________ ______________
Staff Signature Date

A3

PENNSYLVANIA DEPARTMENT OF EDUCATION ADULT BASIC EDUCATION PROGRAMS
STAFF DATA FORM - USE NO. 2 PENCIL ONLY

This form should be completed for all staff members associated with this program including volunteer tutors. The program number must be filled in on every Staff Form. If you work in more than one program, you must complete one form for each program in which you are working. For example, if you are an administrator of six programs, you should complete six separate forms, regardless of your degree of involvement with each program. It is very important for you to report all staff information on a program-by-program basis.

Do not complete the form if you worked on a substitute basis only.

On May 1, 1994 or when the staff person or tutor leaves the program, complete and send to Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education Programs, 333 Market Street, Harrisburg, PA 17126-0333. Keep Copy Two for your records.

It is essential to read the instructions on the reverse side before completing this form.

PROGRAM NUMBER

0 0 0 0 0 0
1 1 1 1 1 1
2 2 2 2 2 2
3 3 3 3 3 3
4 4 4 4 4 4
5 5 5 5 5 5
6 6 6 6 6 6
7 7 7 7 7 7
8 8 8 8 8 8
9 9 9 9 9 9

START MONTH (this program year)

- ○ JULY
- ○ AUG
- ○ SEPT
- ○ OCT
- ○ NOV
- ○ DEC.
- ○ JAN
- ○ FEB
- ○ MAR
- ○ APR
- ○ MAY
- ○ JUN

SECTION ONE: STAFF IDENTIFICATION

Name: ____________________

Permanent home address: ____________________
Number and Street

City & Zip Code: ____________________ Telephone No. ____________________

1 County in which most of your work for this program occurs (see codes for two-digit numbers)

COUNTY
0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

2 SOCIAL SECURITY NUMBER
0 0 0 0 0 0 0 0 0
1 1 1 1 1 1 1 1 1
2 2 2 2 2 2 2 2 2
3 3 3 3 3 3 3 3 3
4 4 4 4 4 4 4 4 4
5 5 5 5 5 5 5 5 5
6 6 6 6 6 6 6 6 6
7 7 7 7 7 7 7 7 7
8 8 8 8 8 8 8 8 8
9 9 9 9 9 9 9 9 9

3 RACE

- ① American Indian or Alaskan Native
- ② Asian or Pacific Islander
- ③ Black
- ④ Hispanic
- ⑤ White

4 SEX

- ○ Male
- ○ Female

5 AGE IN YEARS

AGE GROUP

- ○ 16-24 yrs.
- ○ 25-44 yrs.
- ○ 45-59 yrs.
- ○ 60 and over

AGE
0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

6 Present position(s) in ABE/GED/ESL (see reverse for instructions)

- ① ② ③ Administrator
- ① ② ③ Supervisor
- ① ② ③ Teacher
- ① ② ③ Counselor
- ① ② ③ Aide Paraprofessional
- ① ② ③ Clerical/Support
- ① ② ③ Tutor trained in current year's program
- ① ② ③ Tutor prior year/ other training

7 Highest academic level you have completed:

- ○ Trad. High School/ Voc. School Diploma
- ○ GED or External H.S.D.
- ○ Tech. Bus. School Degree or Cert.
- ○ Some College, But No Bachelor's Degree
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Doctorate
- ○ Not Yet Rec'd H.S.Dip.

8 Have you taken any credit courses or tutor training courses in adult education?

○ Yes ○ No

If yes, have you:
(mark only one answer)

- ○ Taken one to three courses
- ○ Taken four or more courses
- ○ Received a degree in adult education

9 How many years, including present year, have you worked with ABE/ GED/ESL programs?

YEARS
0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

10 FOR TEACHERS AND TUTORS ONLY

At which level do you do most of your teaching in this program?
(mark only one)

- ○ ESL (any level)
- ○ ABE (0-5)
- ○ ABE (6-8)
- ○ GED (9-12)

11 Mark your area(s) of public school personnel certification:

- ○ Elementary teaching
- ○ Secondary Teaching
- ○ Reading Specialist
- ○ Elementary Counseling
- ○ Secondary Counseling
- ○ Special Education
- ○ Administration
- ○ Vocational Education
- ○ No certification

12 Mark reading certificates (see instructions)

- ○ LLA-Laubach
- ○ LVA
- ○ Other

13 Average number of hours worked per week?

This Program		This Program plus other adult education programs	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

14 Staff Compensation (see instructions)

Are you:

- ① Paid at least partially from funds received from ABE Division of Department of Education?
- ② Paid entirely from other source(s)?
- ③ A volunteer
- ④ A volunteer tutor

15 Hourly rate of pay for your primary position in item 6:

__ __ . __ __
0 0 0 0
1 1 1 1
2 2 2 2
3 3 3 3
4 4 4 4
5 5 5 5
6 6 6 6
7 7 7 7
8 8 8 8
9 9 9 9

SECTION TWO: STAFF IN-SERVICE TRAINING

16 Did you participate in any staff development activities during this program year?

○ Yes ○ No

If yes, indicate staff development activities attended this prog. yr.

- ○ Regional workshops sponsored by or through the state ABE office
- ○ PAACE Mid-Winter conference
- ○ Locally sponsored in-service training
- ○ Other

17 What was the number of hours you spent at locally sponsored in-service training sessions during this program?

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

18

a. If you were trained under Act 143 tutor training program, answer the following:

- ○ Current year tutor training (7/93 - 6/94)
- ○ Prior year's program before 7/93

b. Did you complete the program?

○ Yes ○ No

c. How many students have you been matched with? (include "no-shows") →

c.
0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

DO NOT WRITE IN THIS AREA

10348

PDE-5015 (8/93)

COPY ONE - RETURN TO PDE BY MAY 1, 1994

BEST COPY AVAILABLE

PENNSYLVANIA DEPARTMENT OF EDUCATION ADULT BASIC EDUCATION PROGRAMS
STAFF DATA FORM - USE NO. 2 PENCIL ONLY

This form should be completed for all staff members associated with this program including volunteer tutors. The program number must be filled in on every Staff Form. If you work in more than one program, you must complete one form for each program in which you are working. For example, if you are an administrator of six programs, you should complete six separate forms, regardless of your degree of involvement with each program. It is very important for you to report all staff information on a program-by-program basis.

Do not complete the form if you worked on a substitute basis only.

On May 1, 1994 or when the staff person or tutor leaves the program, complete and send to Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education Programs, 333 Market Street, Harrisburg, PA 17126-0333. Keep Copy Two for your records.

It is essential to read the instructions on the reverse side before completing this form.

PROGRAM NUMBER

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

START MONTH (this program year)

- ○ JULY
- ○ AUG
- ○ SEPT
- ○ OCT
- ○ NOV
- ○ DEC
- ○ JAN
- ○ FEB
- ○ MAR
- ○ APR
- ○ MAY
- ○ JUN

SECTION ONE: STAFF IDENTIFICATION

Name: ______________________________

Permanent home address: ______________________________
Number and Street

City & Zip Code: ____________________ Telephone No. ________________

1 County in which most of your work for this program occurs (see codes for two-digit numbers)

COUNTY	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

2 SOCIAL SECURITY NUMBER

			-		-			
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

3 RACE

- ① American Indian or Alaskan Native
- ② Asian or Pacific Islander
- ③ Black
- ④ Hispanic
- ⑤ White

4 SEX

- ○ Male
- ○ Female

5 AGE

AGE GROUP

- ○ 16-24 yrs.
- ○ 25-44 yrs.
- ○ 45-59 yrs.
- ○ 60 and over

IN YEARS	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

6 Present position(s) in ABE/GED/ESL (see reverse for instructions)

- ① ② ③ Administrator
- ① ② ③ Supervisor
- ① ② ③ Teacher
- ① ② ③ Counselor
- ① ② ③ Aide Paraprofessional
- ① ② ③ Clerical/Support
- ① ② ③ Tutor trained in current year's program
- ① ② ③ Tutor prior year other training

7 Highest academic level you have completed:

- ○ Trad. High School/ Voc. School Diploma
- ○ GED or External H.S.D.
- ○ Tech./Bus. School Degree or Cert.
- ○ Some College, But No Bachelor's Degree
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Doctorate
- ○ Not Yet Rec'd H.S. Dip.

8 Have you taken any credit courses or tutor training courses in adult education?

○ Yes ○ No

If yes, have you:
(mark only one answer)

- ○ Taken one to three courses
- ○ Taken four or more courses
- ○ Received a degree in adult education

9 How many years, including present year, have you worked with ABE/GED/ESL programs?

YEARS	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

10 FOR TEACHERS AND TUTORS ONLY

At which level do you do most of your teaching in this program?
(mark only one)

- ○ ESL (any level)
- ○ ABE (0-5)
- ○ ABE (6-8)
- ○ GED (9-12)

11 Mark your area(s) of public school personnel certification:

- ○ Elementary teaching
- ○ Secondary Teaching
- ○ Reading Specialist
- ○ Elementary Counseling
- ○ Secondary Counseling
- ○ Special Education
- ○ Administration
- ○ Vocational Education
- ○ No certification

12 Mark reading certificates (see instructions)

- ○ LLA-Laubach
- ○ LVA
- ○ Other

13 Average number of hours worked per week?

This Program		This Program plus other adult education programs	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

14 Staff Compensation (see instructions)

Are you:

- ① Paid at least partially from funds received from ABE Division of Department of Education?
- ② Paid entirely from other source(s)?
- ③ A volunteer
- ④ A volunteer tutor

15 Hourly rate of pay for your primary position in item 6:

		.	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

SECTION TWO: STAFF IN-SERVICE TRAINING

16 Did you participate in any staff development activities during this program year?

○ Yes ○ No

If yes, indicate staff development activities attended this prog. yr.

- ○ Regional workshops sponsored by or through the state ABE office
- ○ PAACE Mid-Winter conference
- ○ Locally sponsored in-service training
- ○ Other

17 What was the number of hours you spent at locally sponsored in-service training sessions during this program?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

18

a. If you were trained under Act 143 tutor training program, answer the following:

- ○ Current year tutor training (7/93 - 6/94)
- ○ Prior year's program before 7/93

b. Did you complete the program?

○ Yes ○ No

c. How many students have you been matched with? (include "no-shows")

c.	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

☐○○○○○○○○○○○○○○○○○○○○○○○○

DO NOT WRITE IN THIS AREA

10348

PDE-5015 (8/93)

COPY TWO - RETAIN THIS COPY FOR YOUR RECORDS

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PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION PROGRAMS
INSTRUCTIONS: STAFF DATA FORM (PDE-5015)

1. **USE NO. 2 PENCIL ONLY TO FILL OUT FORM. DO NOT USE INK.**
2. **MAKE NO UNNECESSARY MARKS ON THIS FORM.**
3. **FILL IN CIRCLE COMPLETELY (●).**
4. **DO NOT MARK CIRCLE WITH ✓, ⊗ OR ⊙ .**
5. **ERASE ALL INCORRECT MARKS COMPLETELY.**
6. **DO NOT STAPLE, BEND, FOLD, SPINDLE, OR MUTILATE.**

You are being asked to complete these Staff Data Forms as part of the Department of Education's annual evaluation of ABE programs in the Commonwealth. On May 1, 1994 or when the staff person or tutor leaves the program, complete and send to Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education programs, 333 Market Street, Harrisburg, Pennsylvania 17126-0333. Keep Copy Two for your records.

Below are instructions for filling out the STAFF DATA FORM. The instructions are numbered to correspond to the item on the form.

Program Number

The program number for this program, assigned by the Bureau of Adult Basic and Literacy Education Programs, must be printed in the upper right corner of the Staff Form. The starting month refers to this current program year only.

SECTION ONE: STAFF INFORMATION

3. Race - Select one category from the list below and enter the corresponding digit in the available space. Conform as closely as possible to the definitions listed below. However, you may be included in the group to which you appear to belong, or with which you identify. SELECT ONLY ONE CATEGORY.

  1. American Indian or Alaskan Native - A person having origins in any of the original people of North America. This category includes American Indians, Eskimos, and Aleuts.
  2. Asian or Pacific Islander - A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
  3. Black - A person having origins in any of the Black racial groups. Do not include persons of Hispanic origin.
  4. Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
  5. White - A person having origins in any of the original people of Europe, North Africa, or the Middle East. Do not include persons of Hispanic orgin.

5. Age - Indicate both your actual age and the interval grouping in which your age falls.

6. Present Position(s) in ABE - Mark "1" next to the staff position in which MOST of your time is to be spent during the program, mark "2", "3", and so on next to any other staff positions you hold in this program.

9. Years worked with ABE/GED/ESL programs - Include all of the current year and round this answer to a whole number.

11. Public school personnel certification - Include certification(s) for Pennsylvania or any other state. If you have teaching or counseling certification covering both elementary and secondary, mark both levels.

12. Reading Certificates - Mark if you have completed a certified literacy course.

LLA refers to the certificate issued by Laubach/New Readers.
LVA refers to the certificate issued by the Literacy Volunteers of America.

13. a. You may be working in more than one program - it is important to enter on this form only the hours worked weekly in this program. Round this answer to a whole number.

  b. For this item add in the hours worked in other adult education programs.

14. Staff Compensation

  1. Paid - Mark "1" if any of your compensation comes from funds received by this program from the Bureau of Adult Basic and Literacy Education of the PA Dept. of Education.
  2. Paid Entirely from Other Sources - Mark "2" only if none of your compensation comes from the above described funds.
  3. Volunteer - Mark "3" if you receive no compensation for work in this program.
  4. Volunteer Tutor - Mark "4" only if you tutor and receive no compensation.

15. Hourly rate -

  a. If you are not paid on an hourly basis, please estimate the hourly rate.
  b. Enter the hourly rate in dollars and cents.
  c. If you are paid different rates for different duties, please enter the rate for your primary duty within this program.

Thank you.

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A4

STATEMENT OF CONFIDENTIALITY

As a volunteer for the Centre County ABE/GED Program, I am fully aware of the necessity of respecting the confidence of the student or students whom I am assisting. I shall refrain from sharing what I know with anyone other than my ABE/GED program supervisors. I understand that I am bound to this agreement after I have discontinued service with the Development Center for Adults.

I realize that my failure to comply with this statement will result in the termination of my service with the Development Center for Adults.

____

Signed

____

Date

A5

PAL TUTOR INFORMATION FORM

ame ______________________ Phone ______________ Office ______________ Home

Address ____
Street City Zip Code

Social Security Number ______________________ Date of Birth ______________________

Present Occupation ______________________ ( ) Full Time ( ) Part Time
( ) Student ( ) Retired

EDUCATION

	Circle the Highest Level Completed					Major Fields of Study
( ) High School	1	2	3	4	GED	______________
( ) Vocational Training	1	2	3	4		______________
( ) College	1	2	3	4		______________
( ) Graduate School	M		PhD/Ed			______________

VOLUNTEER EXPERIENCE

ease list any volunteer work you have done in the past, such as tutoring, teaching, social service, scouting, sports, political work, or church work.

____

____

What are your reasons for volunteering? ______________________

____

PREFERENCES

Please check convenient times for tutoring:

	Morning	Afternoon	Evening
Mon.			
Tues.			
Wed.			
Thurs.			
Fri.			

v many Hours per week ? ______________

Do you prefer to tutor in:

( ) Math ( ) English
( ) Reading ( ) No Preference

Would you prefer your student to be:

( ) Male ( ) Female
( ) No preference

Do you have a preferred age range for your student?

____

Check any locations you would agree to tutor at:

( ) Vo-Tech ( ) Centre Co. Prison
( ) Bellefonte Area ( ) Centre Hall Area
( ) Snow Shoe Area ( ) Millheim Area

A6

Student Track Sheet

NAME: ______________________ TUTOR'S NAME: ______________

AGE: DATE MATCHED: ______________

ADDRESS: ______________________________

____

____

WK PHONE: ____________

HM PHONE: ____________

GOALS: ______________________________

____

____

____

____

PRE-TESTS:			POST-TESTS:		
TEST	SCORE	DATE	TEST	SCORE	DATE

NOTES: ______________________________

____

____

____

____

____

____

____

____

____

____

Service Check-up Survey

Student Name______________ Date__________________
Student's tutor_____________

1. Do you and your tutor set both short and long-range goals? (For example, a short-range goal might be a goal to complete during a session, and a long-range goal might be something that takes longer, like passing your driver's exam or the social studies test of the GED.)
Yes______ No________ Explain____________________________________
____

2. Give an example of a short or long-range goal you have already met.
____

3. Give an example of a goal you want to meet. ____________________
____

4. Are you making progress toward your long-range goals?
Yes______ No________ Explain____________________________________
____

5. How long do you think it should take you to meet this goal? __________
____

6. Are your lessons (check one) too hard ___ too easy __ just right ___.

7. Do you always work out of books, or do you do other activities, too.
Yes, we always work out of books_____ We do other activities, too ___
Give an example of such an activity_____________________________

8. Do you enjoy your tutoring sessions? Yes_________ No____________
Explain ____

9. Can you suggest a way to make you tutor sessions better?___________
____

10. Do you want to continue working with your present tutor? Yes___
No_____ Explain____

Date of next Service Check-up__________________________________

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A8

COMMONWEALTH OF PENNSYLVANIA - DEPARTMENT OF EDUCATION

ATTENDANCE RECORD

ADULT LITERACY PROGRAM (PAL)

TIME

PROGRAM NUMBER

CLASS CONDUCTED AT

SPONSORING AGENCY
CIU #10 Development Center for Adults

SUBJECT

INSTRUCTIONS: Attendance records should be made in duplicate and maintained by indicating the number of hours per student for each class meeting. The original form should be submitted to the state office on a monthly basis, retaining a copy for the sponsoring agency's program records. These forms should be forwarded to Coordinator Adult Basic Education, Box 911, Harrisburg, Pennsylvania 17126 arriving before the TENTH DAY of the month following the reporting period.

NAME	SEX	AGE	CHECKED LEVEL			ESL	MONTH														YEAR											HOURS THIS MONTH	TOTAL HOURS TO DATE
			1 to 4	5 to 8	9 to 12		1st WEEK					2nd WEEK					3rd WEEK					4th WEEK					5th WEEK						
							M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F		
1.																																	
2.																																	
3																																	
4.																																	
5.																																	
6.																																	
7.																																	
8.																																	
9.																																	
10.																																	
11.																																	
12.																																	
13.																																	
14.																																	
15.																																	
16.																																	
17.																																	
18.																																	
19.																																	
20.																																	
21.																																	
22.																																	
23.																																	
24.																																	
25.																																	
TOTAL																																	

A9

CIU 10 DEVELOPMENT CENTER FOR ADULTS

CENTRE COUNTY VOCATIONAL TECHNICAL SCHOOL
PLEASANT GAP, PENNSYLVANIA 16823
814-359-3069

PAL Tutor Report

DUE: 25th of every month *PLEASE!*

Tutor: ______________________ Student ______________________

Month of: ______________________ Subject(s) ______________________

Topic(s) of lessons ______________________

Books/materials used ______________________

Main Goal for next month ______________________

Date Met	**# Hours**	**Date Met**	**# Hours**

A. Is student prepared for lessons? (Circle one)
Unprepared Fairly prepared Well prepared

B. Student shows interest.. (Circle one)
None A little Fair amount Enthusiastic

C. Your rapport with your student is. (circle one)
Awkward Antagonistic Good Terriffic

D. Student's trouble spots: ______________________

E. Tutor's concerns? ______________________

ADULT BASIC EDUCATION - HIGH SCHOOL EQUIVALENCY - EMPLOYABILITY SKILLS

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A10

PENNSYLVANIA ADULT LITERACY
ATTENDANCE SHEET

Instructor	Time	Program Number
Class Conducted At	Sponsoring Agency CIU 10 Development Center for Adults	Subject

Name		Month										Year															Hrs. This Mo.	Tot. Hrs.
		1st wk.					2nd wk.					3rd wk.					4th wk.					5th wk.						
		M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F		
	Tutoring																											
	Trng/Insrv																											
	Tutoring																											
	Trng/Insrv																											
	Tutoring																											
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	Tutoring																											
	Trng/Insrv																											

Clearfield County
MONTHLY ATTENDANCE REPORT
MARCH 1994
PAL - Program #59-4141 - Student Hours
July 1, 1993 - June 30, 1994

Report Date: 4/8/94

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	S
1	Intake#	Name	#	Class#	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	Tutor
2	52442	Arnold,Sherry	1	36				3	1		2	1	1				8	KEITH,A
3	52552	Askey,Mary Beth	1	36			4	1	2		6	3					16	SHIVLEY,D/BENNETT,D
4	52553	Bailor,Robert	1	36			6	11	18	9	11	10					65	JURY,L
5	54764	Bandrowsky,Violet	1	36							1	2	2				5	KEITH, A
6	52537	Bennett,Michelle	1	36		2	2	1	2	1	1	2	2				13	SOLAK,K
7	52511	Birmingham,Jamie	1	36	21												21	HERGENROTHER, S
8	52688	Bloom, Kathleen	1	36						1	1	2	2				6	CASSLER,J
9	54924	Bobbert, Gerald, L	1	36								2	5				7	Cassler, J.
10	52686	Brady, Deborah	1	36					3	2	1	1	1				8	KEITH,A
11	52685	Brady, John	1	36					3	1	1	1	1				7	KEITH,A
12	52554	Byrd,Kelvin	1	36			5	6	6								17	WILLIAMSON,S
13	52691	Calhoun,Rose	1	36				2	2	1	1	2	2				10	KEITH,A
14	52522	Call, Michael	1	36	21	27											48	JURY, L
15	52538	Clark,Maria	1	36		2	2	2	2	2	2	2	2				16	KEITH,A
16	52539	Codor,Beverly	1	36		2	2	2	2	2	2	1	1				14	KEITH,A
17	52690	Collar,Barbara	1	36		1				1	1	2	3				8	SOLAK,K
18	52540	Condon,Bridget	1	36		2	2			1		1	1				7	SOLAK,K
19	52523	Coudriet, Kathy	1	36	6	2	1	1	1			2	2				15	SOLAK, K
20	52524	Daub, Jennifer	1	36	12			3		1	1	1	2				20	KEITH,A
21	54763	Dixon,Heather	1	36							1	2	2				5	SOLAK, K
22	52525	Dixon,Penny	1	36	5			2		1			2				10	SOLAK,K
23	54760	Duckett, Nancy	1	36									2				2	Solak, K
24	52739	Fleck, Raymond	1	36									2				2	Yocum,C
25	52555	Gearheart,Jasen	1	36			5										5	ZIMMERMAN,J
26	52526	Gisewhite, Jacqueline	1	36	4	6											10	SNYDER,R
27	52527	Gisewhite, Russell B.	1	36	3	6											9	SNYDER,R
28	52558	Glass,Katherine	1	36					4		2	1	1				8	SOLAK,K
29	52556	Greene,Chlode	1	36			3	2									5	SNYDER,R
30	52687	Guy,Joe	1	36				2									2	ZIMMERMAN,J/WRIGHT,P
31	52541	Harris, Barbara	1	36		2											2	KEITH,A
32	54994	Henning,LisaD	1	36								7	18				25	Zimmerman,J

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	S
33	52528	Hoke, Colleen	1	36	6												6	SNYDER,R
34	52529	Horn, Joann	1	36	3		2	3	2	1							11	SOLAK,K
35	52530	Houchins, James W.	1	36	9	3		4									16	MACKIN,J
36	54876	Hull,Edward	1	36						12		3	1				16	CASSLER,J
37	52588	Irwin,Daniel	1	36	3	6											9	MACKIN,J
38	52542	Johnson, Robert	1	36		2	2										4	KEITH,A
39	54771	Knepp, Marjorie	1	36				2	2								4	MACKIN,J
40	54773	Kruis,Brenda	1	36					8	3	3	6	9				29	JURY,L
41	52477	Kruis,Robert	1	36						7	15	8	11				41	MACKIN,J/Zimmerman,J
42	52598	Kunkle,John	1	36				11	6								17	ZIMMERMAN,J
43	52692	LaFountain,Dorothy	1	36						2							2	STINER,S
44	52562	Lash,Raymond	1	36			2	2									4	WILLIAMSON,S
45	54772	Leskvansky,Ruby	1	36					2	12							14	JONES,A
46	52684	Lippert,JeanK.	1	36				2	2	4	5	2					15	JURY,L
47	52563	Livergood,Margaret	1	36			4	2	14								20	STINER,S
48	52599	Lowe,Janette	1	36				1	1		1	1	1				5	KEITH,A
49	52443	Luzier,Karen	1	36				2	2	1	1	2	2				10	KEITH,A
50	52544	Martin, Joseph	1	36		2	1										3	SOLAK,K
51	52545	Martin, Tammy	1	36		2	1		4	1	1	1					10	SOLAK,K
52	52557	Mays,Buffy	1	36				3	2								5	STINER,S
53	52546	McCormick,Nancy	1	36		2	2	2	2	2	1	2	2				15	KEITH,A
54	52680	McCracken, Debra	1	36						2		3					5	MACKIN,J
55	52445	McGonigal,BryanP.	1	36				2	2	1	1						6	JURY,L
56	52564	McKee,Anthony	1	36			3	9									12	WRIGHT,P
57	52531	Milligan, Kim	1	36	12	3							1				16	SNYDER,R
58	52547	Milligan,Branda	1	36		2	2	1	2	2	2	1					12	KEITH,A
59	52693	Minich,Laurie	1	36						1							1	STINER,S
60	53446	Moyer,TerriL.	1	36				4	2								6	STINER,S
61	52532	Myers, Rhonda K.	1	36	3			1	2			1					7	SOLAK,K
62	52447	Ninosky,Dessie	1	36				1	2		2	1	1				7	KEITH,A
63	52549	Oswalt,Lara	1	36		2	1			1			1				5	SOLAK,K
64	52622	Pancoast,Susan	1	36	6	6	3	2	6		7	4	4				38	LYNCH,N/CASSLER,J

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65	54903	Parks,John	1	36						4							4	STINER,S
66	52683	Parks,Mary	1	36				4	8	3							15	STINER,S
67	52565	Pearson,Paul	1	36			3	5	6								14	ZIMMERMAN,J
68	54995	Phillips,Thomas	1	36								15					15	Williamson, S
69	52533	Richards, Christina	1	36	12												12	KEITH,A
70	52448	Rinehart,Dale	1	36				6									6	ZIMMERMAN,J
71	52600	Rinehart,Lora	1	36				2	3								5	STINER,S
72	52625	Sevetsky,Kenneth	1	36	6	6											12	LYNCH,N
73	52534	Smith, Frank A.	1	36	24	27											51	HERGENROTHER,S/JURY,L
74	52449	Smith,Jacqueline	1	36				2	1								3	STINER,S
75	52681	Smith,Rhonda	1	36					8	5		4					17	KEITH,A
76	52694	Snyder,TriciaK	1	36						1							1	STINER, S
77	54757	Spencer,Iva	1	36								2					2	Solak, K
78	52548	Spencer,Linda	1	36		2		2			1	1	1				7	SOLAK,K
79	52550	Stackhouse, Penelope	1	36		2		1		1	1	2	1				8	SOLAK,K
80	52682	Stiver, Tammy	1	36						2	1	2	2				7	KEITH,A
81	52566	Strong,Russell	1	36			4	1	1								6	HERGENROTHER,S
82	55017	Swanson, Jamie	1	36								1	1				2	Williamson, S
83	52567	Tobac,Glee	1	36			6										6	SNYDER,L
84	54765	Tubner, Duane	1	36								3	8				11	Kougher, E
85	52535	Webster, Tracy Lee	1	36	3		3	2	1	1	1	1	2				14	SOLAK,K
86	52568	Welder,Linda	1	36			2	1	8								11	STINER,S
87	55068	Williams, Jacob	1	36									4				4	Hergenrother, S
88	52536	Wilson, Rhonda J.	1	36	4												4	SNYDER,R
89	52409	Witherite,Philip	1	36							5	5	7				17	LYNCH,N
90	52551	Wormuth,Michelle	1	36		2	2	1	1	2	2	2	2				14	KEITH,A
91	54996	Yocum,Charles	1	36								6					6	Williamson, S.
92	54757	Young, Eric	1	36								6	6				12	Zimmerman,J
93	54917	Young,Tammy	1	36							1	2	2				5	SOLAK,K
94	54916	Young,Vincent	1	36							1		2				3	SOLAK,K
95																		
96																	0	

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	R
1	Intake#	Name	#	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Inservice	Contact
2																w/teacher	w/student
3	10066	Bennett,Debbie	1						2	2	2					6	
4									3	3	3						9
5	10051	Cassler,Joann	1	1	2	1	1	1	2	1		2				11	
6				3					12		5	6					26
7	10052	Hergenrother, Steve	1	1	4	4	4	3	1	2	9	8				36	
8				27	27	4	4	8		8	16	8					102
9	10053	Jones, Arthur	1						1	1						2	
10									12								12
11	10054	Jury, Louise	1	1	5	1	1	4	1	2	6	3				24	
12				27	27	6	15	15	26	12	14	16					158
13	10055	Keith,Ann	1	7	1	1	1	6	2	2	24	16				60	
14				24	12	12	17	9	19	20	24	24					161
15	10088	Kougher,Terry	1								3	1				4	
16											6	2					8
17	10056	Lynch,Nancy	1	1	5	1	2	1	1	2	4	2				19	
18				9	12	3	2	2		12	9	11					60
19	10057	Mackin,Jack	1	1	1	1	1	3	1	3						11	
20				12			6	4	3		3						28
21	10058	Serena,Jody	1						1	1						2	
22									2								2
23	10059	Shively,Dorothy	1	1	1	1	1	1	1	1	1					8	
24						4	4	2									10
25	10061	Snyder,Ronald	1	3	5	1	1									10	
26				23	18	20											61
27	10060	Solak,Kerry	1	8	1	1	1	5	2	2	1	16				37	
28				20	16	9	11	8	10	19	19	26					138
29	10062	Stiner,Susan	1				7	7	1							15	
30						6	16	18	11								51
31	10063	Williamson,Stephen	1				2	1		1	7	2				13	
32						7		2			17	12					38

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33	10064	Wright,Philip	1				3	1		1						5	
34						3	30	2									35
35	10065	Zimmerman,John	1				5	2		2	9	1				19	
36						8	9	4			16	18					55
37	10093	Yocum, Charles										1				1	
38												2					2
39	10091	Gray, Ed										12				12	
40												2					2
41																	
42																	0
43		Total Tutors	17	17	169	137	94	144	109	114	97	198	177	0	0	0	0
44																	0
45																	0
46																	0
47																	0
48																	0
49																	
50																	0
51																	0
52																	0
53																	
54																	
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Reading Skills Assessment (Spencer)

BLUE PAGE 1
INFORMAL INTERVIEW

DATE ________________

Student's Response   Changes (for records) if any:

What is your name? ______________________

What is your address? ______________________

What is your phone number? ______________________

(Did student need to check drivers license or other identification for this information? YES NO)

Tell me why you came to us. ______________________

____

Have you ever received help before, where/when? ______________________

Results: ______________________

How do you feel about your reading? ______________________

____

What kinds of things would you like to read that you cannot read now? ______________________

____

What kinds of things do you read now? ______________________

____

Do you have difficulty reading:

a newspaper?	Y	N	______	a recipe?	Y	N	______
notes from school?	Y	N	______	road signs?	Y	N	______
a child's report card?	Y	N	______	food labels?	Y	N	______

Other ______________________

How far did you go in school? ______________________

Do you ever have difficulty seeing? ______________ Do you wear glasses? ______________

When was your last eye examination? ______________________

If needed, has an appointment been scheduled? ______________ Date? ______________

What program were you in: Academic ( ) Business ( ) General ( ) Special Ed ( )

Please say the alphabet. (Record errors.) ______________________

____

Do you know the vowels? ______________________

Tester Observations: Language differences ______________________

Speech patterns ______________________

Deviations from standard English ______________________

General comments: ______________________

____

____

BLUE PAGE 2
BASIC ASSESSMENT WRITING - STUDENT FORM

DATE ________________

Needs Work ✓

Name ______________________________ ______

Address ______________________________ ______

City ______________________________ ______

State ______________________________ ______

Phone ______________________________ ______

Write the alphabet.

___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ______

Write the alphabet another way.

___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ______

Write words (spelling).

__________ __________ __________

__________ __________ __________

__________ __________ __________

__________ __________ __________

__________ __________ __________ ______

Write sentences.

____

____

____

____

____

BLUE PAGE 3
BASIC ASSESSMENT
READING - STUDENT FORM

Say the name of the letter. Say the sound of the letter. Say a word that begins with that letter.

b c d f g h j k l m n p r s t v z

q w x y

a e i o u

th sh ch ph gh

ou ow oi oy

READ THESE WORDS.

Tuesday	Friday	December	Monday
June	February	September	Sunday
Wednesday	January	Saturday	Thursday
STOP	YIELD	MEN	WOMEN
PUSH	POISON	PULL	OUT
EXIT	IN		
Yellow	Green	Red	Blue
One	Eight	Four	Six

Reading Skills Assessment (Spencer)

BLUE PAGE 4

BASIC ASSESSMENT
READING - TESTER RECORD FORM

Student's Name ________________ Tester ________________ Date ________________

Record responses of students.

	name	sound	word		name	sound	word		name	sound	letter	Needs Work
b	___	___	___	j	___	___	___	r	___	___	___	
c	___	___	___	k	___	___	___	s	___	___	___	
d	___	___	___	l	___	___	___	t	___	___	___	
f	___	___	___	m	___	___	___	v	___	___	___	
g	___	___	___	n	___	___	___	z	___	___	___	
h	___	___	___	p	___	___	___	Consonants ___ of 17				___
q	___	___	___	w	___	___	___					
x	___	___	___	y	___	___	___	Consonants ___ of 4				___

Short ___ / Long ___

a	+	+	+	e	+	+	+	i	___	___	___	___
o	+	+	+	u	+	+	+	Vowels ___ of 5 Short				___

___ of 5 Long

___ of 10 Total

th	___	___	___	ch	___	___	___	gh	___	___	___	
sh	___	___	___	ph	___	___	___	Digraphs ___ of 5				___
ou	___	___	___	oi	___	___	___	Dipthongs ___ of 4				___
ow	___	___	___	oy	___	___	___					

Tuesday	Friday	December	Monday	
June	February	September	Sunday	
Wednesday	January	Saturday	Thursday	___ of 12
stop	yield	men	women	
push	poison	pull	out	
exit	in			___ of 10
yellow	green	red	blue	
One	Eight	Four	Six	___ of 8

Additional Testing Information

SORT ________

WRAT ________

DREIER ________

BOTEL ________

ABLE ________

CTB-TABE ________

____

________________ ______

WRITING - TESTER OBSERVATIONS

Did student refer to license for information or spelling? Yes No

Number of reversals, omissions, etc. in alphabet. ________

Writing errors in words ________________________________

Spelling - list consonants or vowels missed ________________________________

Errors in sentences ________________________________

Summary of difficulties ________________________________

Characteristics Associated with Learning Disabilities

1. Memory and Recall
   - poor short-term memory
   - poor recall of details
   - poor recall of sequence
   - difficulty following directions
   - difficulty recalling and retelling events, stories, etc.
   - difficulty summarizing information

2. Visual memory
   - poor speller, may spell phonetically
   - may recognize a word one day and not the next
   - cannot write alphabet, addition and subtraction facts, from memory
   - does poorly on written assignments

3. Concept Formation
   - difficulty acquiring concepts
   - inaccurate concepts of space, time, and distance
   - difficulty forming associations among concepts
   - difficulty classifying and categorizing concepts

4. Reasoning and abstraction
   - poor ability to organize
   - difficulty analyzing and synthesizing
   - thinking often concrete fragmented, and disorganized
   - information poorly integrated
   - poor abstract reasoning ability
   - difficulty predicting outcomes and drawing inferences
   - difficulty distinguishing fact from opinion and reality from fantasy

5. Judgement
   - poor judgment of appropriateness and acceptability of behavior
   - poor judgement of adequacy and validity of information
   - poor judgment of worth and desirability of self or of products produced
   - poor judgment of implications or consequences of own behaviors and reactions

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A14

√ Modality Strengths Checklist √

Identifying Kinesthetic Strengths: The student can...

1. Run, walk, catch a ball in a rhythmical, smooth fashion.
2. Concentrate during whole-body movement tasks for one minute per year of age.
3. Recall games, activities, sports, and directions after performing them 3 - 5 times.
4. Move his/her body easily and freely when acting or role playing.
5. Remember words seen on signs when taking a trip.
6. Memorize the script of a play more easily when actually performing the role.
7. Understand concepts after experiencing them (ex: field trips, acting, experiments)
8. Remember words after experiencing them. (ex: eating an apple, spelling apple)
9. Recall words used in a floor games after playing the game 3 - 5 times.
10. Remember facts, poetry or sentences while moving rather than being still.
11. Recall a letter of the alphabet after forming the letter with the whole body.
12. Remember the "feeling" of a story better than the details.

Scores: 10 - 12 Excellent 8 - 10 Good 5 - 7 Moderate 0 - 4 Poor

PERCEPTUAL STRENGTH(S)	INTRODUCE CONCEPTS	REINFORCE CONCEPTS	APPLY KNOWLEDGE
AUDITORY	Lecture, class discussion, cassettes, records, tapes,	Reading text, audio/visuals, transparencies, pictures, visual aids, take notes	Tape record telling key points and play back tape
VISUAL	Reading text, audio/visuals, transparencies, pictures, other visual aids	Take notes as you listen to lecture, class discussion, cassettes, records, tapes	Write or make a color-coded graphic outline illustrating key points. Color illustrations
TACTILE KINESTHETIC	Making or using task cards, learning wheels, electroboards, floor games	Reading, audio visuals, pictures, transparencies	Record on a cassette tape while using task cards and tell key points.

When difficult concepts or new skills are introduced through the strongest modality and reinforced through a secondary perceptual strength, students learn more quickly and easily. If students use the material learned in a creative way, retention is increased by 20%.

Kappa Delta Pi Record 17-2 pp. 59-63 (December 1980)

√ Modality Strengths Checklist √

Identifying Auditory Strengths: The student can

1. Follow a two to three-step verbal direction.
2. Repeat a simple sentence of 8-12 words.
3. Remember a phone number after hearing it 3 - 5 times.
4. Recall math facts after hearing them 3 - 5 times.
5. Recall four to six lines of poetry or nursery rhyme after hearing it 3 - 5 times.
6. Comprehend long or complex sentences.
7. Use appropriate vocabulary and sentence structure during oral responses.
8. Concentrate on an auditory task while auditory distractions are present.
9. Identify and recall the sounds of individual letters.
10. Discriminate between and among words that sound alike. (ex: "leaf" and "leave")
11. Use consonant blends to form words.
12. Sound out a word in a sentence and still retain the meaning of the passage.

Identifying Visual Strengths: The student can...

1. Follow a two to three step written direction.
2. Place four to six pictures in proper story sequence.
3. Recall a phone number after seeing it 3 - 5 times.
4. Concentrate on a visual task for approximately one minute for every year of age.
5. Concentrate on a visual activity while other visual distractions are present.
6. Work on a visual task without squinting, rubbing eyes, or looking away.
7. Recall words after seeing them three to five times.
8. Remember and comprehend words accompanied by a visual aid or picture cue.
9. Read words without confusing the order of the letters. (ex: "stop" for "spot")
10. Discriminate between/among letters that look alike. (ex: "m /n" or "c / e / o")
11. Discriminate between/among words that look alike. (ex: "fill / full" or "that / what")
12. Spell words with the correct number of letters, beginning and ending letters.

Identifying Tactile Strengths: The student can...

1. Demonstrate an interest in drawing and/or coloring pictures.
2. Make models, crafts, cut/paste, or other handwork
3. Remember a phone number after dialing it 3 - 5 times.
4. Concentrate on a tactile task for one minute for every year of age.
5. Can hold a pen or pencil correctly.
6. Write with correct negative spacing between words.
7. Write legible letters letters of the alphabet.
8. Recall words after tracing a textured material or forming with clay 3 - 5 times.
9. Remember words after writing or typing them 3 - 5 times.
10. Recall words after playing a game containing those words. (ex: bingo, dominoes)
11. Recall the names of objects after touching them 3 - 5 times.
12. Write a word correctly after tracing over the word with their finger 3 - 5 times.

A15

TRACKING Test

a b t d e r f t g h i l n m c k a d e a f g h r e a j b a c
t u v a r b a n h g t e t y a p h c a m x a z z r q a y u
c l h m v a t u a v w t y a b n a o p i a y n b v a m c d
a b c r t a u i t y x a b c e f g w x p y i o n b a c d b a
r u a c d b h a e o n m c v u y w x a t n m i j g h a e c
s t u b c e r y u x d f o p l g e o n m c v u y w x a d i
u e c a m x a z z r q a y u r f t g h i l n m c k a v a t u
a v c k a d e a f g h r e a j b a c v a r b a n h g t e t y
a p h e o n m c v u y w x a j u r c w x a t n m i j g h a

abcdefghijklmnopqrstuvwxyz

Hoilk kotof nacid lomk tofb foko tinv kosc. Lopul mordih nert chif, paj nurog zoj thivar. Olt buk karb stolb nauje. Bumy sken fabt nulec. Vire dotom geaf ranat daib voeth tiept kuig bary quoz. Guat yef gil gaude calirb vies daboh niwk foet chelp. Delgue laxan voke nirw gad. Tanb nexirf pemj yoph mozeba felk.

Min____ Sec____

Geale foo librit hox. sich. Todlus piqum tilve zop rufih guto. Quont purth tasb nin moub yarj bakod dup noer gelap duf tanb som ferad. Brug naif stiv keag Droif raphes gret vuge quev zuig charth scefe. Maiv penk. Zobt louh nevaw dolbim mogo maje gilowe. Holn kirap sib dexho stilul kem megiy nived lezor reub.

Min____ Sec____

Himz kollc dunth nacke horb kily. Gith pyl mofod kuh ther nurvik dit lazop juf. Gulo phots taj panil rok doj. brux. Kalb neb metar tobe. Pord api wens suh terbod gaiw reaz bis duig. Tympes galue auez lers kugi zalc wod snote. Dowil geb kunch nim morb. Lavih dron wilk romop Nefag gurf nexap morc mayed lozorf garb.

Min____ Sec____

Gane futh nebka. Vite sulc dispro pirn luit queps upy norf. Muig quoy pakab tooj turok rutha kulj. Nait sud tojf reak lene ort pant sersom. Caib nivart phar barco serg. Zifo bim tupe. Queth tof meger luge mals gak liem dacit. Eun howc doiv melbe simm rawg zaic. Ferb nam nexder rik kalt. Phoyb rupeg nohs zirpe duns.

Min____ Sec____

4/94

A16

Warner Cable Co., 313 Cherry St., Clearfield, PA 16830

WARNER CABLE OF CLEARFIELD -- "COMMUNITY BULLETIN BOARD" CHANNEL

Message must be in the office before 4:30 p.m. on the FRIDAY preceding the start date. ONLY messages of a non-commercial or public interest content will be shown. All messages will appear for one week, beginning on Monday morning and ending the following Monday morning. We reserve the right to make changes in context. Use the boxed in area to print message. Use one box for each character, including spaces and punctuation.

START DATE____________________ STOP DATE____________________

MESSAGE WILL BE SHOWN AS SPACE IS AVAILABLE ON A FIRST COME - FIRST SERVED BASIS.

When filling in the boxed area below, do not divide a word at the end of a line. if the word cannot be completed at the end of a line, begin a new line.

I, the undersigned, am the originator of the above message and I am responsible for the content.

____________________________________ ____________________
Signature Date

Phone____________________

[illegible] OF DUBOIS COMMUNITY BULLETIN BOARD MESSAGE INPUT FORM.

CLIENT NAME:
SUBMITTED BY:
START DATE:
END DATE:

INE #	MESSAGE AREA																																		
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ALL PUNCTUATION MARKS AND SPACES BETWEEN WORDS AND LETTERS COUNT AS 1 SPACE.

ABLE COMPANY INFORMATION ONLY.

ATE ON:
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THERE ARE ONLY 32 UPPER CASE LETTER SPACES AVAILABLE PER LINE OR
there are only 36 lower case letter spaces available per line.
UPPER and lower CASE lettERS mAY bE mIXED but spaces PER LINE TOTALS WILL CHANGE.
COLORS OF BACKGROUND AND LETTERS WILL BE CHOSEN BY THE CABLE COMPANY.
WHEN HEADERS ARE ENLARGED OR MADE TALLER. THE SPACES AVAILABLE FOR MESSAGE USE ARE LESS.

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C-NET/24
444 East College Avenue
Suite 350
State College PA 16801

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C-NET Director Approval Date ____________ Rec'd. by ____________
Air Date Is ____________ Date Rec'd. ____________

C-NET / 24
BULLETIN BOARD REQUEST FORM
(see over for instructions and example)

Name of Organization ____________ Member

Person Submitting Information ____________

Contact Phone Numbers (day) ____________ (night) ____________

Text: (Maximum of two screens permitted.) Please limit text to allowed spaces: Please print in capitals.

Continuation

In consideration of the provisions of the Bulletin Board Service, ____________ (name of organization), does hereby jointly and severally release and hold harmless C-NET from any and all liability and from any causes of action for damages which may arise from the publication of the information delineated above (as "Text"). The undersigned hereby affirms that he/she understands and assumes all of the risk consequent upon publication: and he/she further affirms that he/she assumes responsibility for any damages accruing.

____________ Name

____________ Signature

____________ Date

A17

Data Summary Form for Tutor Training

Contract/Program No. 59-4 __ __ __ (1-6)

Agency Name ____________________

Class No. __ __ (7-8)
(Start with 01 and
number consecutively)

PART ONE

1. Month and year tutor training began-(mm/yy) __ __/__ __ (9-12)
2. Total number of tutor training hours(round off) __ __ (13-14)
3. Materials used for tutor training

Author/Publisher, Title

A. ____________________

B. ____________________

C. ____________________

4. Number of persons enrolled in tutor training. __ __ __ (16-18)
5. The following items refer to the characteristics of the enrollees as specified in Item 4.

A. Number of enrollees who are:

A. Number of enrollees who are:	Male	__ __ __	(19-20)
	Female	__ __ __	(21-22)
	Retired	__ __ __	(23-24)
	Employed (including homemakers)	__ __ __	(25-26)
B. Number of enrollees who are:	Black	__ __ __	(27-28)
	Asian	__ __ __	(29-30)
	Hispanic	__ __ __	(31-32)
	Other	__ __ __	(33-34)
C. Number of enrollees who have:	A GED Diploma	__ __ __	(35-36)
	A High School Diploma	__ __ __	(37-38)
	An Associate Degree	__ __ __	(39-40)
	A Bachelor's Degree	__ __ __	(41-42)

Data Summary Form for Tutor Training

PART TWO

1. Number of days involved in training ___ ___ (43-44)

2. Number of enrollees completing tutor training ___ ___ (45-46)

3. Number of enrollees who have begun working as tutors ___ ___ (47-48)

4. Number of hours of training that involved practice tutoring with students ___ ___ (49-50)

5. Number of tutor trainers utilized in the program ___ ___ (51-52)

6. How many of the total number of tutor trainers are:

Program Staff ___ ___ ___ (53-54)
Paid Consultants ___ ___ ___ (55-56)
Volunteers ___ ___ ___ (57-58)

7. Community or public recognition of the tutor training program (Include press coverage, public presentations etc.)

A. ______________________________ (59)
B. ______________________________ (60)
C. ______________________________ (61)
D. ______________________________ (62)

8. List methods for the recruitment of tutor trainees.

A. ______________________________ (63)
B. ______________________________ (64)
C. ______________________________ (65)
D. ______________________________ (66)

NOTE: Do not submit until Part Two has been completed

Instructions for completing the Data Summary Form for Tutor Training

The Data Summary Form for Tutor Training is to be used for reporting on training of new tutors only. Do not include additional training workshops you provide or inservice/contact hours.

The Data Summary Form is meant to be self-explanatory; however, coordinators in the past have found some questions to be ambiguous. In an effort to avoid misinterpretation, I have included some additional instruction on selected questions.

PART ONE

2. Total number of tutor training hours (round off). (13-14)

Report training hours specific to group attendance. In other words, if five new tutors attend your 9-12 hour workshop, then you will report 9-12 hours.

5. A. Number of enrollees who are Employed (including homemakers) (25-26)

A homemaker should be defined as a full-time parent or guardian of a dependent.

5. C. Number of enrollees who have: [education level] (35-42)

Each tutor can be represented in one category only. For example, although a person with a Bachelor's degree necessarily must also possess a GED or high school diploma, you would only mark Bachelor's degree.

PART TWO

1. Number of days involved in training. (43-44)

Most coordinators choose to present the 9-12 hour workshop in two days. An additional day can be counted if the tutor comes to observe a class or tutoring session. This schedule translates into 3 days. Even if you have six tutors scheduling observations on six different days, you should not count there hours individually.

4. Number of hours of training that involved practice tutoring with students. (49-50)

Practice tutoring hours, again, should be represented as the hourly component of the training session overall. Therefore, if you require three hours for practice tutoring, then report three hours. Do not multiply three hours by each tutor.

A18

TO BE SUBMITTED MONTHLY WITH ATTENDANCE REPORTS TO CENTRE COUNTY.

PAL MONTHLY REPORT FOR ____________________

COUNTY ______________________________

	Current Month	Program Y.T.D.
New Tutors Trained (Must submit Data Summary Form and Staff Intake Form for Tutor Training)	______	______
Active Tutors Trained		______
Inactive Tutors Trained		______

Total Students Working with Tutors 2 or more Sessions

Site	# of Students	Program Y.T.D.

A19

THE CENTRE FLASH

A publication of the Central Intermediate Unit 10 Devleopment Center for Adults of Centre County

Issue 4, Volume 1 July/August 1993
Editor & Feature Writer: Peggy Keating-Butler PAL Feature Writer: Barbara Rivers

NATIONAL AWARD TO BE GIVEN

***** The DCA's ABE/GED/Literacy program is one of five finalists for the U.S. Department of Education Secretary's Award for Excellence in Adult Education. Everyone here at the DCA is honored to have earned this recognition and excited about the upcoming review by the USDOE and the Pennsylvania Department of Education (PDE).

The Federal and State Representatives will visit our classrooms in Centre, Clinton and Clearfield counties and look at our program procedures. Their evaluation will then determine our place in the competition. Whatever the outcome, we know that we are already winners!!

To be a finalist, we were first nominated by the PDE as one of two programs in the State to compete on a national level. Our program was then ranked against those in 13 other States. (The award is given to one program in each of 4 geographical areas.) From this ranking, we were then chosen to be a finalist. And this is where the DCA stands today.

Now it's our turn to congratulate the students, tutors and all those who volunteer for the DCA for having made our program the success it is!! Thanks.

****

This Issue's Contributor's

Scott Miller is in our Flash Focus. He's also regularly in our classroom assisting students with their studies. Come in and get to know him.

Melvin "Gabby" Kurtz and **Tim Miller** co-author an article on the "GED on TV" series available for viewing during classtime. And you thought GED study was all books.

Jennifer Rote contributes a movie review on "SideKicks". What a great idea. Anyone else see a movie lately?

Nestor Vasquez, a tutor for the DCA, is an artist and musician. Look for his Zebra on the back page and ask yourself: Is it white with black stripes or black with white stripes?

****

FlashFocus

On Scot Miller

If you visit the adult education classroom on a Tuesday or Thursday evening, chances are you'll see Scot Miller. Scot is a tutor who works with anyone in the classroom who needs help. Most of our tutors in the Pennsylvania Adult Literacy (PAL) program are matched with one student with whom they meet on a weekly basis. But Scot makes himself available to anyone attending class in need of an immediate assist.

Scot came to the PAL program with experience in tutoring. As a Penn State student, he volunteered on campus at the Math Center. When I asked him how he got started, he told me, "Someone had helped me when I needed it, so I wanted to return the favor."

Since his start here, Scot has returned the favor countless times. Students like to work with him because he's an easy-going person who gives them the time thy need to learn something new. "People have their own way of doing things," he says, "so I try to follow their way unless we both get lost using it." He smiles.

Scot smiles easily and listens more than he talks--a great trait for any tutor. When not working with a student, he'll review text books to see which are the best. "Some books are not as good as others, and I like to be able to refer students to the best ones here." On his own time, Scot does a lot of journal reading to keep up with the current tecnologies in his field of Wood Science. Generally, he appears to be a person who likes to keep atop of things. The other week, after reading that the General Education Exam (GED) is updated every ten years, he commented, "Well, they should update it at least every five years. How else can we raise each generation's knowledge to keep pace with the world around us."

To keep pace with everday life, Scot tries to stay physically fit and watches what he eats. Recently he read a book on the philosophy and practicality of a vegetarian diet. He says, "A lot of the ideas make sense--but I'm not a convert." ("Not yet!" says Peggy, the self-proclaimed missionary of vegetarians.) Still, Scot believes that a healthy diet and exercise not only keeps a person looking good but it helps to keep a sharp mind. And he urges everyone who wants to improve their skills to come in to the DCA. "Maybe you can teach me a better way to look at a problem and solve it, yeah."

* * *

"PAL"'ing Around

HELP!!!

We are in great need of any Apple II type computers as well as Macintosh or IBM clones. We will be recruiting volunteers for a computer fundraising effort, but extra ideas would be appreciated. If you or your company can help in any way, please call Barbara or Peggy at 359-3069.

VOLUNTEERS NEEDED:

VCR recorder: To record weekly episode of GED on TV program in your own home. Volunteer must own a VCR. Blank tapes will be provided by the DCA.

Skills: Must be able to use a VCR and keep accurate tape labels of lesson dates and topics.

Length: Ongoing throughout the year!

Classroom helper for a variety of light clerical tasks.

Skills: Filing, updating mailing lists, updating files, organizing books, and creating bulletin boards.

Length: Ongoing throughout the year!

Fund Raiser: Volunteer needed to mail form letters and do follow-up calls to local businesses for our scholarship and computer fund raising drives.

Skills: Pleasant phone manners and light typing.

Length: From July through August 1993.

TUTOR HINT for JULY:

"Making Mountains into Molehills"

Most Students find it hard to get started on their studies. Ask your students what they think they should accomplish at each study session. Is their goal too big? Is it overwhelming them? Encourage them to set their sights on small goals so it is easier for them to get started. Most students approach their studies more often if they set out to get a little something done and will actually do more studying than if their goal was very big. Some examples of small goals are:

Set out to read 2 pages
instead of a whole chapter.
Do 5 math problems
instead of the whole page.

Fall tutor workshops.

Returning tutors will be asked to attend a workshop on tutor techniques specific to subject areas. The workshop will help you become comfortable with learning materials, creative tutoring ideas, sample lesson plans, and skill trouble-shooting. The workshop will be divided into three groups:

1. Beginning reading and ESL
2. Math at all levels
3. Writing/English

You can participate in whichever group best suits your needs. To make it easier for tutors to attend, the workshop will be offered several times this fall.

Tutor Support Meeting

Beginning in September, there will be a monthly open tutor meeting for all PAL tutors and volunteers. The meeting will provide tutors with guidance as well as peer support, ideas, and the chance to explore new instructional materials. The one-hour meeting will be held at the DCA. Tutors will receive a survey of possible meeting times so that I may be able to select the time slot that best suits everyone's needs.

Training for New Tutors!

An initial training workshop was held Monday, July 26, from 6:00 p.m. to 9:00 p.m. at the Development Center for Adults, located in the Centre County Vo-Tech School. The meeting will provide information about the PAL Program for interested volunteers. **Spread the word!**

At the Coffee Pot

Peter Vdov, from the Ukraine, is studying English with the help of our PAL tutor, Douglas Smith. Peter is trying to translate his definition of the word "Joy" into English. (Look for it in our next issue.) What's your definition of "Joy"? Send it in and we'll publish it next issue in "At the Coffee Pot".

A Big THANK YOU to...

-- Debra Hutson , for donating her sister's graduation cap and gown to the DCA.

-- Douglas Smith, for a gift subscription of The Funny Times to the DCA Classroom.

--To ALL PAL tutors and volunteers for a ***Super*** *year!*

MOVIE REVIEW

"Sidekicks"
A Movie review by Jennifer Rote
(PAL student)

"Sidekicks" is about a boy, named Barry, who always wanted to be like Chuck Norris. He wanted to fight along with him. Barry is finally able to meet Chuck Norris, who helps him with his karate. Barry realizes that his dream has come true.

The characters were funny but believable because they were honest. Barry was a really neat guy. "Sidekicks" was a comedy mixed with a little bit of reality and fantasy. The photography was colorful. The karate kick boxing was really awesome because of the quick movements.

The message of the movie is "Dreams can come true if you want them badly enough!"

GED on TV

by

Melvin "Gabby" Kurtz and Tim Miller

We are writing to tell you about the GED on TV series that is available in the classroom. So far we have seen the Literature and Arts and Science series and are now beginning to view the Social Studies one.

Here are some reasons why we find the series interesting. We have learned a lot of information. For example, did you know that during World War I they replaced copper wiring used in houses with silver because copper was used for ammunition. Also, it's fun because you can make watching it into a game. Teaming up with a partner, you can match wits to see who gets the most answers right. Another good point is that it's a welcome change from books. The best way to learn science is by seeing things happen. You can't see things happen in a book (unless you flip the pages real fast, ha! ha!). Through animation, you can actually see things happen in the video series. For example you can see the division of cells or how the Earth's crust moves in plate techtonics.

To conclude, we urge you to watch this video series because, as you may not know, you can retain more by seeing and hearing than by seeing (or reading) alone.

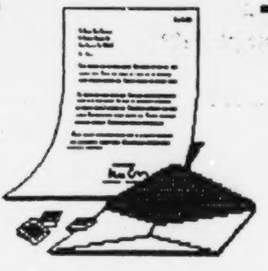
****

GED on TV *was purchased through a grant received by the DCA from the Centre County Community Foundation.*

Development Center for Adults
Centre County Vo-Tech School
Pleasant Gap, PA 16823

CIU 10/DCA

Clearfield Area PAL Newsletter
TUTOR TIPS



Volume 1 Number 4 (814) 765-1131 April, May, June 1993

A TUTOR'S POINT OF VIEW
by Ellen Barbrow

Improving Your Study Skills

If you are like most adult students, time is one of the greatest limitations to completing a course on schedule. Having a full-time job and a family to take care of, and perhaps community responsibilities, requires a great deal of time. The time remaining for studying and leisure activities is limited; therefore, finding time to study requires planning and discipline. Students who include study time in their weekly schedule seem to have more success. If you don't have a regular daily or weekly study schedule, we suggest that you establish one that fits your work and family schedule and then stick to it. Plan leisure activities around your study schedule just as you would a class schedule. In addition, adopt an organized process for studying to get the most out of your study time.

I. Reading Skills

A. Reading Habits

1. Try not to vocalize words with your lips, throat, or in your mind as you read them. Try to move your eyes continually forward, taking in more than one word at a time.

2. Try to focus on phrases or short lines in the material you are reading and try not to let your eyes go back over words.

3. Adapt your reading speed to the material.

4. Try to read at least 15-30 minutes every day.

5. Measure yourself against the following norms. Average readers have a reading speed for light material of 250-350 words per minute. For medium to difficult material, the average is 200-250 words per minute, and for difficult material, 100-150 words per minute.

B. Expand Your Vocabulary

1. Always have a dictionary nearby while you read.

2. Maintain a list of new words that you come across, find out their meaning, and then make a point to use them as soon as you can.

Reading Textbooks

1. Survey books. After receiving your textbooks for a course, the first thing you should do is to review the books to get a general idea of the contents. Surveying a book involves reading the preface, the introduction, and the table of contents. Finally, review the index.

2. Survey chapters. A survey of a chapter involves reading the introduction, headings, and summary.

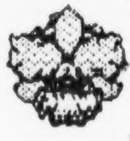
Organize. The first step for organizing what you want to learn from a book is to underline or highlight the information. The second step in organizing is to make notes.

Anticipate Test Questions. Test qeustions should emphasize the information most important for students to know.

Learn unexpected facts.
Don't depend on common sense or past experience to answer test questions correctly. Challenging test questions may be based on facts that are different from the ones most students expect or believe to be true.

My thanks to:

Barbara Coon
Louise Jury
Lynne Norris
Dorothy Shively
Mildred White



The above volunteer tutors who have been SOC's (serve in other capacity) have done office work, donated books and magazines helped with the newsletter, distributed flyers and teacher information.

Pennsylvania: The Dropout State

For a large number of rural Keystone State adults, a high school diploma is nothing more than a pipe dream. According to U.S. Census Bureau statistics, almost 500,000 residents of rural counties in Pennsylvania who are 25 years or older do not have a high school degree or its equivalent (see map). Even worse, less than 60,000 of those went as far as the 9th grade.

Statewide, the numbers are equally poor — 25.3 percent of Pennsylvanians dropped out, compared to the national average of 24.7 percent.

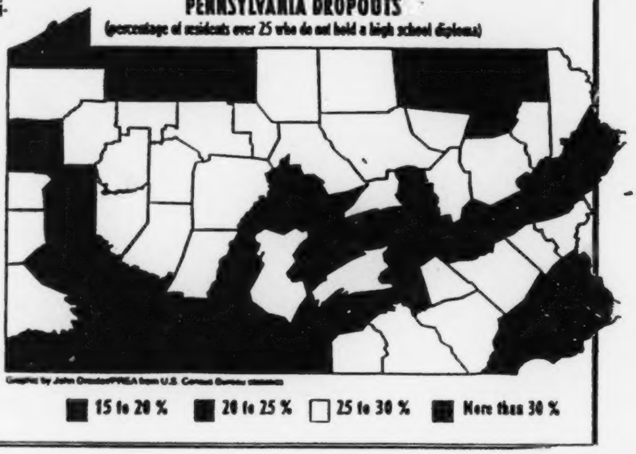
All this bodes ill for rural economic development. Low educational levels make individuals and communities less competitive. Gone are the days when unskilled manufacturing jobs commanded premium wages; in the next 10 years, more than half of all new jobs will require education beyond a high school diploma.

Almost 60 percent of Pennsylvania's 2,580 municipalities have a higher than average dropout rate, with more than half being rural. This dropout total shows up in household incomes. More than 20 percent of households in high dropout communities have incomes under $10,000 annually. In comparison, 21 percent of households in low dropout towns and villages have incomes in excess of $60,000 — twice the state median income level.

And if studies linking a relationship between a parent's and their children's attitudes about school are true, the future is not bright for Pennsylvania youth, rural or urban. In 1990, half lived in communities with high dropout rates.

PENNSYLVANIA DROPOUTS

(percentage of residents over 25 who do not hold a high school diploma)



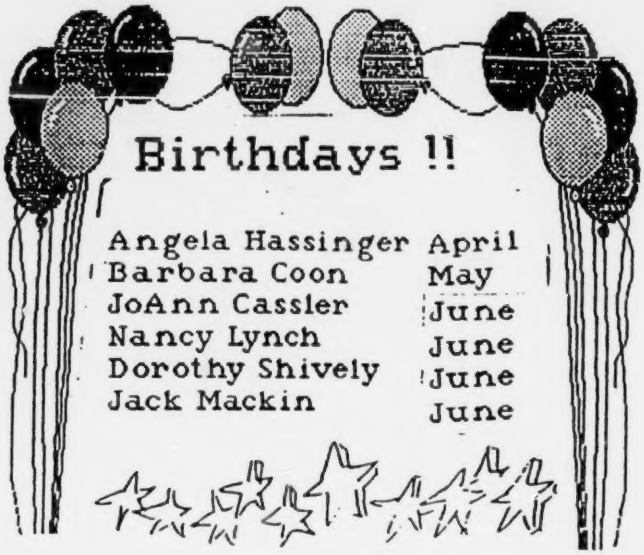
Graphic by John [illegible] from U.S. Census Bureau statistics

If you are planning for a year,
plant rice.
If you are planning for a decade,
plant trees.
If you are planning for a lifetime,
educate a person.

Old Chinese Proverb

WELCOME
NEW TUTORS

Jack Mackin
Patty Stewart
Angela Hassinger
Lee Snyder
Amanda Maines
Barb Coon
Arthur Jones



Birthdays !!

Angela Hassinger	April
Barbara Coon	May
JoAnn Cassler	June
Nancy Lynch	June
Dorothy Shively	June
Jack Mackin	June

TUTOR WORKSHOPS

Continental Breakfast

April 19 - Monday
9:30 - 12:30

Best Western in Clearfield

"ABE Math for Tutors"
"Writing and Reading Comprehension"

Lunch will be served.
Call Carolyn Grecco if you will attend
765-1131

"To acquire the habit of reading is to construct for yourself a refuge from almost all the miseries of life."

W. Somerset Maugham

VOLUNTEERS — THE GREATEST GIFT

Giving of oneself
is the Greatest Gift of all!
Your gift of time and love
Can be either large or small ...
The size is not important ...
The ***Giving*** *is the key!*
The best gifts we give others
Are those minutes that are free!
The friendly smile and caring way
Do more good than we can know.
Many times a few kind words
Set a stranger's heart aglow!
The traits that folks remember
Are those caring, sharing ways ...
Those times of serving others ...
All those minutes, hours, and days.
Your greatest gift is serving ...
Our Nation's need is you!
The best compliment you earn is:
"You did all that you could do!"

Written by Anna Rose Schannauer-

PAL TUTORS

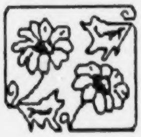
Have helped: 26 GED graduates

Given: 934 volunteer hours
7/1/92 - 2/28/93

Served: 74 students

Now total: 29

Cream Pie



65 Ritz crackers, crushed
(save a handful for top)
1 stick butter, melted
4 tbsp. sugar
2 boxes instant pudding
1 qt. vanilla ice cream
1 c. milk
Cool Whip

Mix crackers, melted butter and suger together. Blend pudding, ice cream and milk until smooth. Spread on top of crackers. Layer Cool Whip over pudding. Sprinkle remaining handful of crushed crackers over Cool Whip. Refrigerate.

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SSENTIAL MATHEMATHICS FOR THE WENTY-FIRST CENTURY

hat is Essential?

Essential mathematics represents the athematical competence students will need or responsible adulthood.

The students we educate today can xpect to change jobs many times during heir lifetimes. The jobs they hold will evelop and change around them. Often, pecific job skills will not transfer from one osition to another. To prepare for mobility, tudents must develop a thorough nderstanding of mathemathical concepts nd principles; they must reason clearly nd communicate effectively; they must ecognize mathemathical applications in the orld around them; and they must approach athematical problems with confidence. ndividuals will need the fundamental skills hat will enable them to apply their nowledge to new situations and to take ontrol of their own lifelong learning.

Skill in whole-number computation is not n adequate indicator of mathematical chievement. Students must understand athematical principles; they must know hen and how to use computation; and they ust develop proficiency in problem solving nd higher-order thinking.

As we look to the future, we recognize hat the use of calculators and computers and the application of statistical methods will continue to expand. The list that follows identifies twelve critical areas of mathematical competence for all students. The twelve essential mathemathics areas are interrelated; competence in each area requires competence in other areas.

Problem solving

Learning to solve problems is the principal reason for studying mathematics. Solving word problems in texts is one form of problem solving, but students also should be faced with nontext problems. Problem-solving strategies involve posing questions, analyzing situations, translating results, illustrating results, drawing diagrams, and using trial and error.

Communicating mathematical ideas

Students should learn the language and notation of mathematics. They should understand place value and scientific notation. They should be able to present mathematical ideas by speaking, writing, drawing pictures and graphs, and demonstrating with concrete models.

Mathematical reasoning

They should be able to identify and extend patterns and use experiences and observations to make conjectures (tentative conclusions). They should be able to distinguish between valid and invalid arguments.

Applying mathematics to everyday situations

Students should be encouraged to take everyday situations, translate them into mathematical representations (graphs, tables, diagrams, or mathematical expressions), process the mathematics, and interpret the results in light of the initial situation. They should be able to solve ratio, proportion, percent, direct-variation, and inverse-variation problems.

Alertness to the reasonableness of results

Students must develop the number sense to determine if results of calculations are reasonable in relation to the original numbers and the operations used.

Estimation

Students should be able to carry out rapid approximate calculations through the use of mental arithmetic and a variety of computational estimation techniques. Students should acquire simple techniques for estimating such measurements as length, area, volume, and mass (weight).

Appropriate computational skills

Students should gain facility in using addition, subtraction, multiplication, and division with whole numbers and decimals. Knowledge of single-digit number facts is essential, and using mental arithmetic is a valuable skill. Everyday situations arise that demand recognition of, and simple computation with common fractions. In addition, the ability to recognize, use, and estimate with percents must also be developed and maintained.

Algebraic thinking

Students should learn to use variables (letters) to represent mathematical quantities and expressions; they should be able to represent mathematical functions and relationships using tables, graphs, and equations. They should understand and correctly use positive and negative numbers, order of operations, formulas, equations, and inequalities.

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HOW WE LEARN

Power of Retention

1. 10% of what you read
2. 20% of what you hear
3. 30% of what you see
4. 50% of what you see and hear
5. 70% of what you say as you talk
6. 90% of what you say as you do something

THE SECRET

By Ira Furman

- ***SET GOALS & MEET THEM***
- ***BE OPEN TO LEARNING***
- ***SEE THE GOOD IN ALL***
- ***TAKE RESPONSIBILITY FOR YOUR OWN HAPPINESS***
- ***NEVER SAY...I SHOULD HAVE***
- ***MAKE THE TIME***
- ***DO WHAT YOU SAY YOU WILL DO***
- ***NEVER NEVER NEVER GIVE UP***
- ***GIVE 101%***

ALL A'S

A PUBLICATION OF THE CIU #10 CLINTON COUNTY DEVELOPMENT CENTER FOR ADULTS

Vol. IV, No. 2 December 1993

Editor of this month's publication of ALL A'S is Krista Lundy

NOMINATION SOUGHT FOR 1993 OUTSTANDING ADULT EDUCATOR AWARD

If you would like to nominate someone as the Clinton County Development Center for Adults' Outstanding Adult Educator Award for 1993, please fill out the information below. The person you nominate may be a tutor, a teacher, or any one else who has made a contribution in adult education in Clinton County. The nomination must be returned to the nomination box in the DCA office by mail or in person by January 31, 1994.

NAME OF NOMINEE: ______________________________

REASON FOR NOMINATION: ______________________________

____

____

____

WORKFORCE LITERACY

Is On The Move

The Workforce Literacy Program at the Development Center for Adults has been very busy recently. In October, Basic Blueprint Reading classes were held at TruckLite in McElhattan. In November and December introductory computer classes were held for staff members of the Clinton County Prison. Participants learned the basics about word processing, data base, and spreadsheet. Other Workforce Literacy classes scheduled for the near future include CPR training and more introductory computer classes.

The Workforce Literacy program is open to any local industries interested in having classes taught on site to their workers. Please contact us at the Development Center for Adults at 893-4038.

PAL UPDATE

The Pennsylvania Adult Literacy Program provides individual tutors for students who want to work one-on-one with someone. These tutors provide help in many subject areas. Currently, there are 30 tutors meeting with 35 students. If you know anyone who may be interested in tutoring or anyone who may want to be tutored, please have them contact the Development Center at 893-4038.

NEW CHOICES

ATTENTION SINGLE PARENTS !!

It's the 90's and it's not easy being a single parent. Do you ever feel alone? Do hard times get you down? Do you ever think that no one cares how you're feeling? If you've said "yes" to these questions, then I've got the answer for you. I've just finished the New Choices four week workshop and those four weeks have been my first step to becoming a successful single parent. In this workshop I was introduced to a great deal of information about colleges, non-traditional and traditional jobs, and how to approach the work force. I've learned how to prepare for interviews and how to write resumes and cover letters. Even after the workshop has ended I still have a tutor to help me brush up on my basic math, English, and writing skills. This is very helpful to me because I am currently working on my GED test and I'll be taking my college placement test by August of 1994. If all of this isn't enough, how would you like to give your self-esteem a boost and feel better about yourself or meet a lot of other people out there just like you? Linda, the instructor, shows you that you're not alone and there are people out there who are willing to help. I encourage all of you single parents out there who need that extra boost in your life or who just need to know that someone cares and understands, to get involved in this workshop. It could be the best four weeks of your life.

If you would like to know more information from someone who has been there in the workshop, I'm willing to answer any questions you may have.

Renae Russ 748-4749

ON THE ROAD AGAIN
NEW CHOICES UPDATE

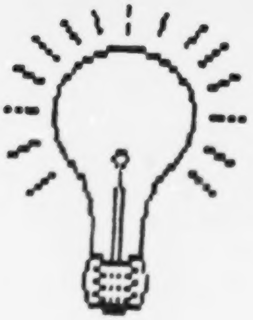
New Choices was on the road again in November. A workshop was held at the United Methodist Church in Renovo for single parents and homemakers in the western end of the county. The United Methodist Church graciously allowed us to use their large social room. They welcomed us and were very helpful in making our three weeks there comfortable. The three weeks flew by and now the participants are attending Project Prepare at the Kingsley Inn preparing to start training or college.

Renewed from our Thanksgiving break, we're getting ready for a visit from Dorothy Hershey, the New Choices State Administrator from the Bureau of Vocational - Technical Education.

We're also busy writing and modifying contracts for participants getting ready for the Spring semester of the Pennsylvania College of Technology. It seems impossible that Fall semester is finished already. Based on comments we've been hearing its been a very successful semester. We'll be highlighting Fall semester graduates in the next issue of All A's.

We're looking ahead to the next workshop that will be held at the Development Center for Adults, beginning January 10, 1994. We will again have the NTAP (Non-Traditional Awareness Program) presentations in the workshop to expand job option awareness. NTAP began working with New Choices in the September workshop with a variety of activities and topics to expand our horizons into non-traditional job areas.

For now, the Secret Santas of New Choices wish you a Merry Christmas and a Happy New Year!



Bright Idea!!

WHO THE SHOE FITS
BY
FRAUKE COLABRESE

What do skin and shoes have in common? Well, shoes are made of leather and leather is skin, and what is good for skin has to be good for shoes. So I thought one day when I had worn a new pair of shoes all day and my feet were killing me.

I had used Vaseline Intensive Care Lotion for years religiously on all my body parts except my face and even there for lack of a moisturizer in emergencies. I swear by this lotion. It is greaseless, softens calluses, gets rid of dry flaky lines on legs, arms, elbows, and yes even those nasty lines on the neck . It has a pleasant smell to it and most of all it is very inexpensive, so when my feet were killing me that one day and I was ready to delegate the shoes to the next garage sale, I took instead a big glob of lotion and applied it to the insides of my shoes and, oh wonder, the shoes fit. I have even done it to shoes that have a non leather lining and discovered that the lotion will penetrate the lining without peeling it, and it will still shape the leather upper to your feet. Try it, you'll like it. It even works on brand new cowboy boots and it works better that water which can shrink the leather when you take the shoes off, making it more miserable when you put it in the next time.

You can also treat your old leather jacket and jeans to Vaseline Intensive Care and if you run out of shoe polish the outside of your shoes will respond very favorably to a tender loving rub with the magic lotion.

I guess I should mention that I did not get a promotional fee from the Vaseline people, although I should. Particularly now that all of you are going to try out this recommendation--Enjoy!

STUDENT SPOTLIGHT

KEVIN TRIPP
YOUNGEST MAYOR IN PENNSYLVANIA

As a little boy I had many dreams . One of these dreams was being a fireman. I can recall being a youngster waking up at 3:00 in the morning and hearing my dad dashing down the stairs in our house, going out to help someone in need. As I grew up I still kept the dream alive not only by being a fireman, but when you are a fireman you are also helping the community.

At the age of 16 I joined the Citizen's Hose Company of South Renovo. I am currently 19 years old, but in those three years of getting up at 2 and 3 o'clock in the morning and helping those people in need, I was inspired to help out the community even more. In May of this year I was in Civics class at Bucktail Area High School where a couple of friends and I were talking about who was going to be the mayor of South Renovo. It was stated no one wanted the thankless job, but I, being a resident, stated I didn't know who was going to run for the seat.

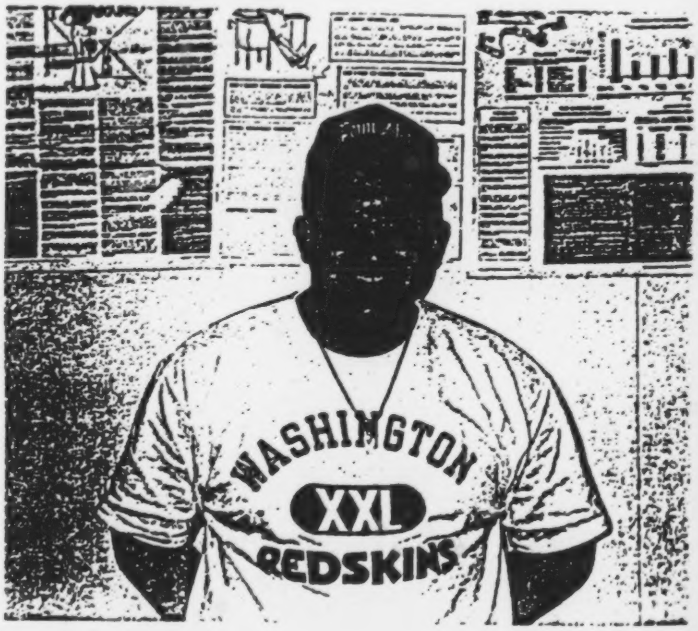
When I went home from school that same day I asked around and indeed I did find out that no one was running. The next day was the May primary, so I stood in front of the polling place, asking people for their write-in vote. I received 9 democratic and 7 republican votes, not enough for the usual 10. So I realized that day, if 16 people voted for me, why shouldn't I run for mayor? At that time there were a lot of doubters and people who didn't believe a 19 year old should be mayor.

I developed a plan. My plan was not to campaign until a few days before Election Day. The time did pass, and finally it was time to start my drive towards victory. The Sunday before Election Day, I went door to door to all of the registered voters asking for their support. Despite the rain, snow, and freezing weather, I kept striving towards my goal.

Sunday night I was done campaigning. I felt good about my chances Tuesday. Tuesday rolled around and I was sitting at the polling place from 5:45 a.m.. to 8:00 p.m. handing out stickers and asking people for their vote. The long, grueling day was tiring, but I felt positive about myself when I left there at 8 o'clock. I went home, ate my supper, showered, and went to bed not knowing the results.

About 5 o'clock the next morning I woke up hearing the same foot steps rushing down the stairs, that I heard as a little boy. These steps were different, the steps were coming towards me. My door burst open and my dad told me the good news: I was the new mayor of South Renovo.

CONGRATULATIONS KEVIN!!

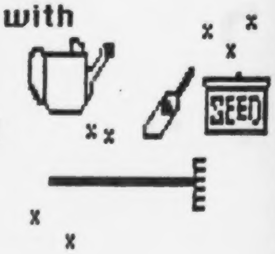


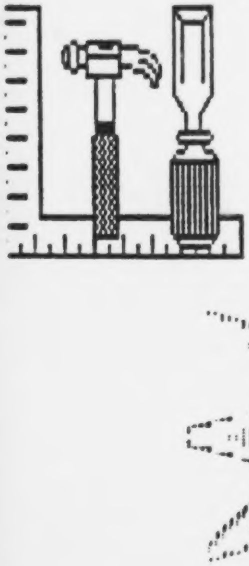
Student Spotlights

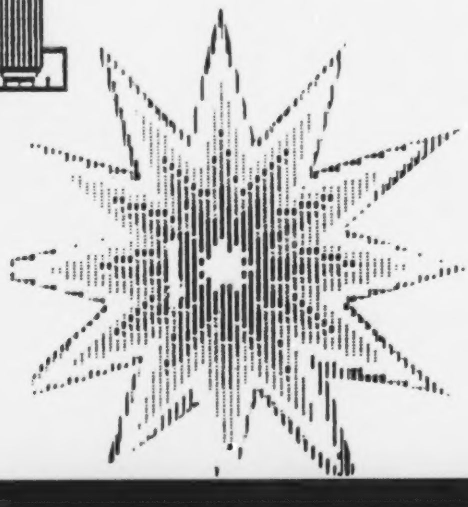
My Work with JTPA

I think working for the JTPA has helped me out a lot. I learn about job training. We also do different types of jobs just about every day, so you never get tired of the same old thing. Some of the jobs we do might be hard, but most of them are fun and we learn a lot of skills from what ever job we do. Most of our jobs help out the community by cleaning it up, constructing parks, repairing community buildings, and other work where needed. We also help out the wildlife by constructing and maintaining nature trails and planting saplings. After a big job is completed it makes us feel good to look back and see the results and that people are happy with our work.

WRITTEN BY:
ALAN WADSWORTH







WAY TO GO LORRAINE !!

Congratulations are in order for Lorraine Sorgenti, a student in the PAL program. Lorraine was awarded a 1st place medal in the 3K walk at the Special Olympics held in Villanova, PA on October 30th. Originally from Renovo, Lorraine has lived in Lock Haven for many years. She is a member of the First Baptist Church in Lock Haven. Lorraine enjoys walking, bicycling, indoor hockey, and visiting friends.

What's Going On At DCA:

TUTOR TIME

I've been working for about 3 weeks with a tutor who is currently a student at Lock Haven University. I find it to be very rewarding to me. My main goal was to pass my GED test and to prepare myself for my college placement test. I have since taken three parts of my GED test and passed.

Tricia , my tutor, is very helpful in answering and explaining any questions I have. She's flexible with my schedule and understands when I can't make it for a session. If I mess up on a problem, she doesn't make me feel stupid. I'll admit when I first signed up for a tutor I was afraid of not getting along with my tutor, but that was not the case at all. She knows and understands that there are just some people who don't "get it" all of the time and I just happen to be one of those people.

If you want or need extra help in any subject, I would recommend a tutor. You can be helped in more ways than one.

Renae Russ

JOB LINK CONTINUES

A new Job Link class began on November 17, 1993 with new participants hoping to gain full-time employment at Keystone Veneers, an industry on Reach Road in Williamsport. The class recently toured the plant to see what kinds of jobs they will be doing when they begin their employment. The students will be cross-trained to learn a variety of jobs so that they will be more valuable to the company. The six-week program will include instruction in basic skills as well as job specific skills. Students will learn how to use a micrometer and moisture meter, tools which they will use with their new jobs. They will also learn how to identify different kinds of wood as well as cuts of wood.

The Job Link program is available to individuals who qualify through categories established by the Department of Welfare. For more information on this unique job training program, please contact KayLynn Hamilton at 893-4038.

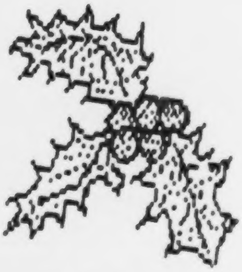
STUDENT EDITORIAL

A RELIGIOUS THOUGHT

Here is a quote from the Bible picked by Madeline Jolloff. It is from Luke 2:9. "And, lo by night the angel of the Lord came upon them and the glory of the Lord shone around them and they were afraid." This is when the angels appeared to the shepherds in the field. Madeline likes this quote because it reminds us of things that are adventurous. She enjoys things that happen unexpectedly. Madeline pointed out that another example of an unexpected happening in the Bible is when David slew Goliath. Madeline enjoys reading the Bible and encourages others to do so also.

This issue's Student Editorial was submitted by Madeline Jolloff.

Holiday Recipes



EASY BROWNIES

1 cup of sugar
1 stick of oleo(margarine)
1-#1 can of Hershey's Syrup
4 eggs
1 cup of flour
1 cup chopped nuts

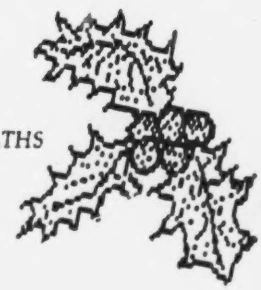
Cream sugar and oleo. Add eggs and beat well. Add the Hershey's Syrup flour and nuts. Mix well again. Pour into a greased 11x15 inch pan. Bake in a 375 degree oven for 25-30 minutes. When cool, frost with chocolate frosting – cut into squares.

FROSTING

1 1/2 cup of sugar
1 stick of oleo
1/2 cup of canned milk
1/2 cup chocolate chips

Bring oleo, sugar and canned milk to a boil. Boil for 30 seconds. Remove from heat and add the chocolate chips. Cool a few minutes and then beat until thick enough to spread. Put chopped nuts over the top.

Submitted by Randi Ludwick



CHRISTMAS WREATHS

1/2 cup of sugar
2 1/2 cups of flour
1 cup of butter
2 egg yolks
1/4 teaspoon of salt
1 egg white, beaten
red and green candies, chopped

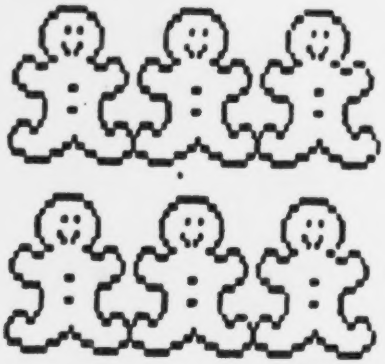
1. In a large bowl, measure 1/2 cup of sugar and next 4 ingredients. With mixer at low speed, beat ingredients until just mixed, increase speed to medium and beat four minutes, occasionally scraping bowl with rubber spatula.

2. Preheat oven to 400 degrees F. Take a heaping teaspoonful of dough at a time and roll it into a 6 inch rope. Place each dough rope on a cookie sheet in a circle, crossing ends over.

3. Brush cookies with egg white and sprinkle on some sugar. Decorate with red and green candies.

4. Bake 10-12 minutes until golden brown. Allow wreaths to cool on cookie sheet. Store cookies in a tightly covered container.

Submitted by: Kristi Monforte
Literacy Corps Tutor



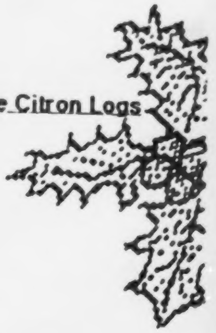
Cinnamon Potpourri Ornaments

"These are only for decoration!"

3/4 cup applesauce
1 package unflavored gelatin
1 jar (1.9 ounces) cinnamon
1/4 cup cornstarch
3 tablespoons ground cloves

Combine the applesauce and package of gelatin in small saucepan, let stand 3 minutes. Heat over medium heat, stirring constantly, just until simmering. Remove from heat. combine cinnamon, cornstarch, and ground cloves in bowl. Stir in in applesauce mixture. Turn out onto counter; knead a few turns. Divide dough in half, wrap each in plastic; use wrap to scant 1/4 of an inch thickness. Cut out ornaments using 2 inch cookie cutters. Use straw or plain pastry tip to cut out holes for hanging. Reroll scraps, repeat cutting and drying as directed. String on ribbon or twine. Dry on wire rack overnight. Makes about twenty-four 2 inch ornaments at 14 cents each.

Submitted by: Anita Barton
Literacy Corps Tutor



Chocolate Citron Logs

4 cups sifted flour
1/2 tsp salt
3/4 cup cocoa
1 tsp allspice
1 tsp cinnamon
1 tsp cloves
3/4 cup crisco shortening
1 1/2 cups brown sugar, packed
1 1/4 cups liquid, (equal parts milk and water)
1/2 tsp vanilla
3/4 cup very fine chopped nuts
3/4 cup finely chopped citron
1 lb. powdered sugar water

Pre-heat oven to 350 degrees. Sift together flour, salt, cocoa, and spices
Cream shortening and sugar together. Add dry ingredients and liquid alternat
Mix well. Add vanilla, citron, and nuts. Chill dough for 2 hours. Dough will be s
Roll in 1/2 inch ropes and cut into 1 1/2 pieces. Place on lightly greased cooki
sheets. Bake for 15 min. and cool on racks.
Combine powdered sugar and enough water to make thin glaze. Coat entire cookie with glaze and let dry completly.
Soft dough will yield tender cookies.
Makes 8 doz.

Enjoy,
Janine M. Kline

BEST COPY AVAILABLE

HOLIDAY WORD SEARCH

BY

ANNETTE FOSTER AND KRISTI MONFORTE

A O G B K L E H C R U H C F D H G I E L S A Y C O B
F R U E O H O T C O C O A E B S T E G U X P I J E H
I N X C Y K T N M E L O P H T R O N A K O T M L 2 S
J A 2 H M W E L H I N S L L E B E L G N I J V P T H
P M D A H J L S N O R T G R R Q C S R N V E S H Y N
C E Q R I V T C B F E Q C U V A W X S Q S L G X U W
S N A L B G S B D S E P S W T U R E J Y U I N 2 L A
R T P E T U I E O T D V D N E H L F K O L P I N E I
E S H S O R M F S R N C A G T I W C S G N Q K Q T T
L U N D E 2 S T T D I S E N A C Y D N A C V C P I T
O 2 T I R F N H B W E C V L O F B I O M R F O G D E
R G L C Y E A Y T S R X R Y E Y L G W I J G T K E S
A V M K S T K U S A W A U T X K 2 A M E M O S J L N
C F S E I K O O C H E V P B N A H D A L W N H R M I
W H R N X J A Y G I 2 R C I U L M O N X I G N A L O
K P I S B D S E K A L F W O N S Q T R E E G B T K P
G S D R A C E F 2 J K T N P A N G E L S A E O S C D

1. MISTLETOE
2. CANDY CANES
3. SNOWMAN
4. ORNAMENTS
5. GIFT WRAP
6. SANTA CLAUS
7. PRESENTS
8. COOKIES
9. TREE
10. SNOWFLAKES
11. JINGLE BELLS
12. REINDEER
13. RIBBON
14. HOT COCOA
15. TWINKLING LIGHTS
16. SLEIGH
17. TINSEL
18. WREATH
19. POINSETTIA
20. CAROLERS
21. STOCKINGS
22. CHARLES DICKENS
23. CHURCH
24. CARDS
25. ELVES
26. ANGELS
27. STAR
28. YULETIDE
29. EGGNOG
30. NORTH POLE

What Does Christmas Mean To You?

Christmas Greetings

CHRISTMAS
BY
Tina Kinley

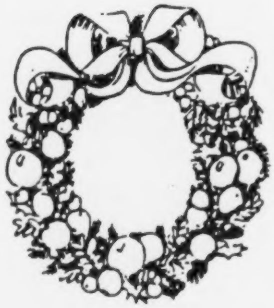
Christmas is a time to celebrate. It is also a time to rejoice and be happy. Christmas is special to me. Christmas is special to me because I can't wait to get up in the morning and open all my presents. I usually get a lot for Christmas. I like to watch my family open all their presents before I open mine.

I really enjoy Christmas dinner. Usually I go to my aunt's house for dinner first and then we stop at my uncle's. For dinner we usually have turkey, ham, mashed potatoes, corn, peas, yams, fruit cocktail, applesauce, and stuffing. Christmas dinner is my favorite dinner out of all the holidays. Usually after I eat Christmas dinner I feel fat as a whale because I eat so much. I will probably lay in bed because I feel so fat. I usually don't eat very much for days after Christmas because I am still so full from my big dinner. When I feel better I get up and tell everyone what I got for Christmas.

THE SPIRIT OF CHRISTMAS

Red, white, silver, and green,
beautiful colors of Christmas scenes.
Candy canes and mistletoe,
with children's faces all aglow.
Busy lines on telephones,
sending a Merry Christmas home.
Smiling faces on city streets,
crowded shoppers with busy feet.
Twinkling lights on Christmas trees,
with kids up on santa's knee.
Maybe it's just wishful thinking,
but I can hear those sleigh bells ringing
A glow from the fireplace and flakes falling from the sky,
I love the warm feeling and that sparkle in your eye.
Christmas memories with happy years gone by,
still those memories make me cry.
There's a present by the tree and stockings on the wall,
and knowing you're in love with me is the greatest gift of all.
The spirit of Christmas is symbolized with a snow white dove,
the scene is set, it's beautiful, with sounds of peace, joy, and love.

Written By: Annette Foster



CHRISTMAS WORD SCRAMBLE

1. STMRIHSAC RETE
2. RFSTYO
3. NICHRG
4. RLPOUHD
5. RCUHCH
6. FIGTS
7. TTEOELSMI
8. WOSN
9. UTRIF CKEA
10. KSINSTCGO
11. WRTEAH
12. EGISHL ELLBS
13. OOICKES
14. ANOMNTSER
15. YCAND ANCES

by Annette Foster and Kristi Monforte

The Development Center is collecting Campbell's product labels which will be used to get computer equipment. Please bring all your labels to the center. Thank you! Thank you!

STUFFING
Goldfish
MILANO
WHITE
ORIGINAL
Wholesome Choice
Golden
NO PRESERVATIVES
Marie's
Marie's
NOW FAT FREE
Marie's
Marie's GLAZE
Strawberries
Great Starts
FUN FEAST
HUNGRY MAN
Campbell's Healthy Request
Traditional Spaghetti Sauce
Campbell's Healthy Request
Homestyle Spaghetti Sauce
Campbell's
Campbell's
Campbell's
Campbell's Cup
Campbell's
Family Size
CHUNKY SOUP
New England Clam Chowder
Campbell's
Campbell's
Campbell's
Campbell's
Campbell's
Broccoli Cheese Soup
Tomato Soup
Crunchy Dills
Sauerkraut
HOT Pepper Rings
LARGE
Early California
Mrs. Paul's
Mrs. Paul's
Sweet Potatoes
Mrs. Paul's
Mrs. Paul's
Healthy Treasures
3 GRAMS OF FAT
Campbell's FOOD SERVICE PACK
50 OZ. SOUP
Chef's Kettle
Soup
Light 'n Tangy V8
Campbell's
Tomato Juice
Campbell's
Tomato Juice
V8
V8
100% Vegetable Juice
HEALTHY
LE MENU
OPEN PIT ORIGINAL
ORIGINAL OPEN PIT THICK & TANGY
SWANSON
CLEAR CHICKEN BROTH
SWANSON
CHICKEN A LA KING
White CHICKEN
White TURKEY
casera
Prego
Prego EXTRA CHUNKY
Campbell's BAKED BEANS
Campbell's PORK & BEANS
Campbell's CHILI BEANS
Beef Gravy
Chicken Gravy
Spaghetti
SPAGHETTIO WALDO
SPAGHETTIO

Greetings from

CENTRAL INTERMEDIATE UNIT #10
DEVELOPMENT CENTER FOR ADULTS
110 EAST BALD EAGLE STREET
LOCK HAVEN PA 17745

Happy New Year!

A20

Minutes, Centre County Forum on Volunteerism
February 10, 1994; 11:30 - 1:00
Voluntary Action Center Office

Present:

Maria Boileau, VAC, Moderator
Lynn S. Schlow, American Red Cross, guest speaker
Lori Byington, American Red Cross
Laurie Moir, American Diabetes Association
Jodi Bitner, The Fairways at Brookline Village
Ruth Lavin, Meals on Wheels
Barbara Seeley, Volunteers in Tax Assistance
Susan LeWay, RSVP
Chris Arbutina, Centre Home Care
Denise McCann, Big Brother/Big Sister Program
Dennis Hameister, Tri-County Habitat for Humanity

I. M. Boileau greeted guests, introduced Lynn Schlow and topic for discussion, "Recognition of Volunteers."

II. Lynn Schlow made these points in her presentation:

A. Three "R's" of volunteerism are Recruitment, Retention, and Recognition.
B. Recognition--important & necessary part of volunteer process.
C. A good volunteer coordinator spends time with and listens to volunteers. This costs only your time.
D. Volunteers are not really "free" but time & money invested in them will be returned in service.
E. Volunteers must know they are important to your group.
F. Whenever possible, nominate volunteers for local/national awards. Send him/her a copy of the application.
G. If you are short of funds try to interest corporation people in donating to your recognition program. Corporations energize. Read *We The People* by S. Ellis.
H. People volunteer for companionship, fun, because they like the coordinator or for altruistic reasons.
I. Some volunteering problems occurred in the U.S. because women's groups felt women did most of the volunteering which devalued their worth--they felt that they should be paid.
J. Council of Jewish Women has been working to get tax credits as volunteer recognition.
K. Coordinators should stress pride in volunteerism. The "American characteristic" most noted by foreigners is our spirit of volunteering.
L. It is important to send volunteers to meetings/seminars. National seminars foster pride when volunteers see well-known people interested in that group.
M. Always try to "steal" good ideas from other volunteer programs.
N. Don't forget your staff who put in extra, unpaid, time.

O. Some volunteers do not want awards, etc. Send them a personal letter of thanks or donate an appropriate book in their name to a library.
P. Be flexible. Sometimes the traditional recognition luncheon doesn't work. Such ARC meals eventually evolved into a potluck park picnic which volunteers appreciated more.

Q. Don't be afraid of the Big Ask! There is a lot of money available. You must find where it is and go after it. Learn to write a grant proposal or solicit another to write it (possibly a volunteer).

R. Have volunteers make a Wish List. Sometimes what they really want from us is the tools to do their jobs.

S. Volunteers are human; they err. But we must trust them until they prove otherwise. Be positive in your criticism.

T. Recognition techniques:
  1. Decorate the bulletin board with a Christmas Tree whose "decorations" are volunteer's pictures.
  2. Give "awards" such as pins or tee shirts or profile them in your newsletter.

U. Schlow handed out "Ninety-two Ways to Recognize Volunteers."

III. Forum members added these Recognition ideas:

A. Birthday & Christmas Cards or phone calls.
B. Valentine cards or flowers/cards for ill volunteers.
C. Certificates of recognition from 'higher-ups'
D. Make sure that employers of volunteers in the work force know of the volunteer's service.
E. Orient paid staff to work volunteers are doing; introduce volunteers; recognize them outside
F. Surveys to get input from volunteers.
G. Letters/drawings, etc. from those served by volunteers to be made into a booklet.
H. Give an appropriate symbol for service or goods volunteered, i.e. The Gold Hammer given to corps. by Habitat for Humanity.
I. Make videotapes of volunteers at work to use for recognition or when recruiting new volunteers.
J. Luncheons, dinners, teas, coffees, potluck meals.
K. "Volunteer of the Year" recognition. The Philadelphia Volunteer Center winner gets fresh flowers each month.
L. Instead of Xmas gift to a family member, a volunteer gives service in his/her name.

IV. Maria Boileau handed out pamphlets with recognition ideas; mentioned other resources such as the Points of Light magazine the book, Beyond Plaques by Sue Vineyard, and the Volunteer Catalog of interesting items.
  1. She offered resources of Voluntary Action Center for groups who need writers or photographers.
  2. Organizations who recognize volunteerism: Hallmark, K-Mart, Wal-Mart, Corning, J.C. Penny.
  3. Locally, some businesses will donate goods or money for volunteer recognition. (Habitat for Humanity received $1000 from Peoples Bank for a newsletter which was printed free by Kinkos.)

V. D. Hameister reported that Tricounty Habitat for Humanity is starting its fifth house and they have property for five more houses.

VI. Next Forum meeting will be held at the VAC office on April 14, 1994. Discussion topic: "Working with a Board of Directors."

Appendices
B & C

PROGRAMS OFFERED BY DCA

B1

1.	**Adult Basic Education**	Provides 0-8 level basic skills instruction to out-of-school individuals 16 years of age or older in Centre, Clearfield, and Clinton Counties.
2.	**General Educational Development**	Provides 9-12 level classes to prepare out-of-school individuals for the high school equivalency diploma test offered in Centre, Clearfield, and Clinton Counties.
3.	**JTPA Adult Literacy/GED**	Provides educational services to JTPA eligible adults.
4.	**Pennsylvania Adult Literacy**	Provides literacy education (0-4 & 5-8) through classroom instruction and volunteer tutoring to adults in three counties.
5.	**New Choices**	Provides vocational counseling/guidance support services and training funds to single parents and /or homemakers in the three county area.
6.	**New Options**	Provides support services for individuals interested in or enrolled in non-traditional occupational training.
7.	**New Start**	Provides counseling and training to qualified dislocated workers.
8.	**Teen Parent**	Provides counseling services, health care and nutrition education, and child development and parent education to in-school pregnant/and or parenting teens enrolled in Bellefonte, Bald Eagle, Penns Valley, Philipsburg-Osceola, and West Branch School Districts.
9.	**Inmate Services Centre County Prison**	Provides academic/vocational assessment and counseling services to Centre County prison inmates.
10.	**Telecommunications**	Provides consumer education in the area of Project telephone services to DCA students/residents in Centre, Clearfield and Clinton Counties.
11.	**Job Link**	Provides customized job training for AFDC clients in Clinton and Centre counties in cooperation with Woolrich and Ben Franklin.
12.	**Summer School/JTPA Remedial Education Program-Centre/Clinton**	Provides summer school credit classes in Centre County and remedial education to JTPA-eligible youth enrolled in Clinton County SYETP.
13.	**JTPA Pre-Employment Skills Training-Clinton**	Provides a pre-employment skills training program for in-school, JTPA-eligible Keystone Central youth.
----	**Other Projects**	Provide services for specific audiences/objectives as funding becomes available: Special 353 Projects - - SPOC Progressive Rediness for Employment (PREP) - Independent Living Skills-Clinton County - ETC.!!

ACRONYMS

ABE	Adult Basic Education
ABLE	Adult Basic Literacy Education
GATB	General Aptitude Test Battery
GATP	General Aptitude Test Preparation
GED	General Equivalency Diploma
IEP	Individual Educational Plan
JTPA	Job Training Partnership Act
LEA	Local Education Agency
LPN	License Practical Nursing
PA	Public Assistance
PAACE	Pennsylvania Association for Adult and Continuing Education
PAL	Pennsylvania Adult Literacy
PDE	Pennsylvania Department of Education
SDA	Service Delivery Area
SHBS	South Hills Business School
SORT	Slosson Oral Reading Test
TABE	Tests of Adult Basic Education

B2

Tutor Rights and Responsibilities

As a PAL volunteer tutor you are entitled to. . .

. . . placement in a volunteer job within eight weeks of your training which matches your skills, interests, and available time.

. . . accept or reject any assignment offered to you.

. . . change your volunteer assignment if you no longer receive satisfaction from your work.

. . . request additional instruction or assistance as needed in your work with students.

Upon entering the PAL Program, you agree . . .

. . . to a 9-12 hour training program.

. . . to commit to six months of volunteer service.

. . . to provide at least two hours of tutoring a week.

. . . follow the course of instruction prescribed by teachers and recommend any changes or improvements.

. . . incorporate goal setting with your lesson plans and for use as as assessment measure.

. . . to track student progress and maintain contact with tutor coordinator or local instructor. This includes sending a monthly Tutor Report to the Development Center by the 25th of each month.

. . . to participate in at least one subject/skill level specific workshop during a six-month service contract.

. . . to provide encouragement and motivation to adult students.

B3

Workshop Assessment
Session 1

1. Has the training, thus far, met your expectations? Yes____

No_______ Explain:____________________________________
____
____
____

2. What topics not included on the agenda would you like to cover?

- ____
- ____
- ____

3. Of the topics covered, what areas do you think require more discussion?

- ____
- ____
- ____

5. How would you rate the content and presentation of the material presented in session one? (Circle one)

Poor	Somewhat adequate	Adequate
Good	Very good	Excellent

Workshop Assessment
Session 2

1. Were topics reviewed during this session that you requested on the Workshop Assessment from Session 1?

Yes _____ Yes, but not to my satisfaction _____
No _____ I didn't make such a request ______

2. Did Session 2 of this Orientation Training/Workshop meet your expectations? Yes _______

No______ Explain ____________________________________
____
____
____

3. Do you believe that this training and a personal consultation with the PAL Coordinator on materials and methods for instructing in your student's subject and skill level will prepare you to begin a tutoring program? Yes _____

No______ Explain ____________________________________
____
____
____

4. How would you rate the content and presentation of Session 2? (Circle One)

Poor Somewhat adequate Adequate

Good Very good Excellent

How we Learn

Students retain . . .

10% of what they **read**

20% of what they **hear**

30% of what they **see**

Tell me, I'll forget
Show me, I may remember
Involve me, I'll understand

50% of what they **see and hear**

70% of what they **say**

90% of what they **say as they do a thing.**

Tutoring Tips

Always try to find out what process the student is currently using to find an answer. Insight into a student's problem-solving strategies can help you redirect his or her process when it takes a wrong route. Direct your student's learning with questions like these:

- Show (or tell) me how you would start the problem.
- Explain why you decided to do this step here.
- In general, what was the reading about?
- Where did you find your answer?

Resist showing your student how to do things. Explain steps while they are doing things. Your student should be doing most of the work in any tutor session.

B5

What LD Is and Is Not

I. What LD Is:

- A. Permanent
- B. Average or above average intelligence
- C. A pattern of uneven abilities
- D. A processing problem presumed to be due to central nervous system dysfunctioning
- E. Manifested by significant difficulties in one or more of the folling areas:
  1. Oral expression
  2. Listening comprehension
  3. Written expression
  4. Reading Skills
  5. Mathematical abilities
  6. Reasoning
  7. Social Skills
- F. Erratic

II. What LD is Not

- A. Mental Retardation
- B. The result of:
  1. Poor academic background
  2. Emotional disturbance
  3. Lack of motivation
  4. Visual or auditory acuity problems
- C. A homogeneous group of disorders

Loring Brinckerhoff/University of Connecticut

B6

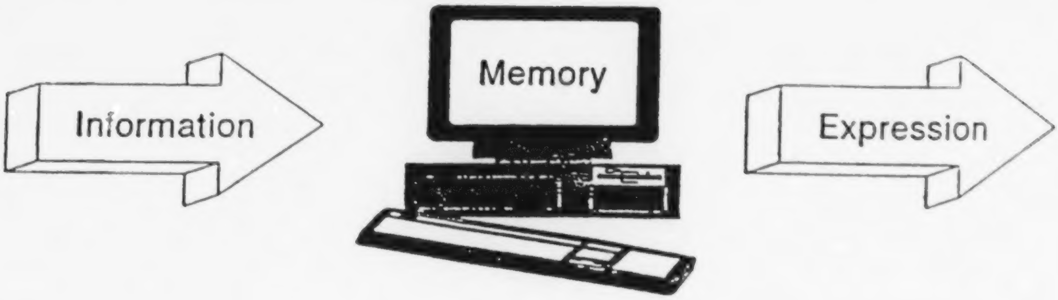
What is a Learning Disability?

A person with a learning disability has difficulty taking in, remembering, or expressing information.

The learning process can be divided into five steps:

1. Take in information through the senses.
2. Figure out what it means.
3. File it into memory.
4. Later withdraw it from memory and "remember" it.
5. Feed back to the outside world through some form of expression--speech, writing, action (Duncan, 1983).

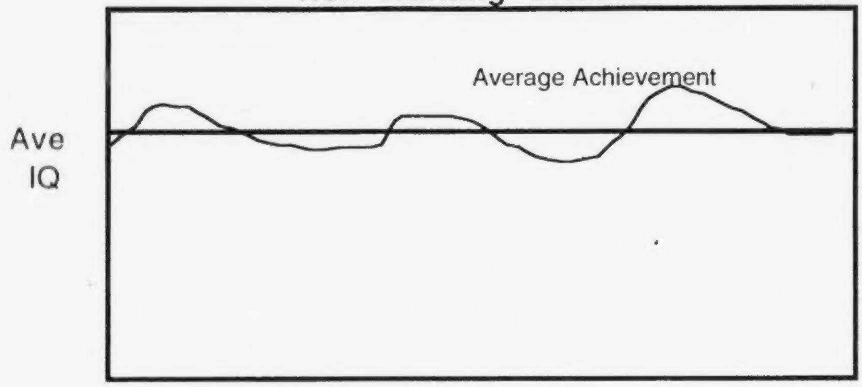
For someone who has a learning disability, there is a breakdown somewhere in these steps. It's like having a short circuit in the central nervous system. Learning or recalling information can become an overwhelming task.



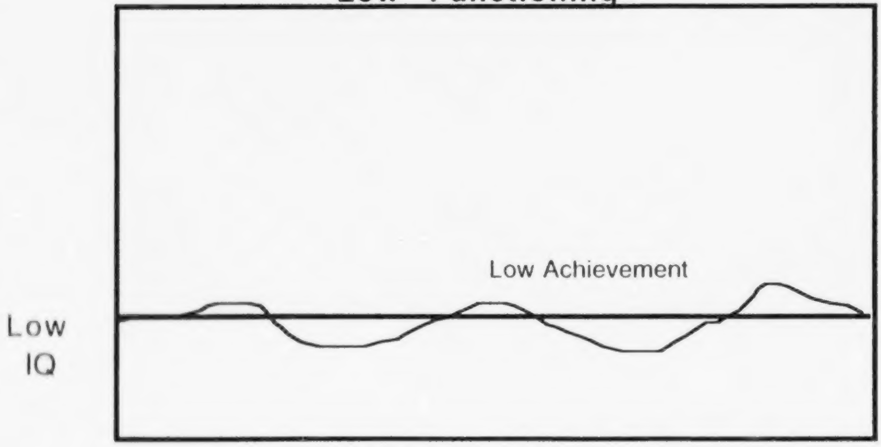
From: Warner, C. (1988). *Understanding your learning disability*. Newark, OH: The Ohio State University at Newark.

B7

Graphs of Non-Learning Disabled and Low Functioning



Non learning Disabled

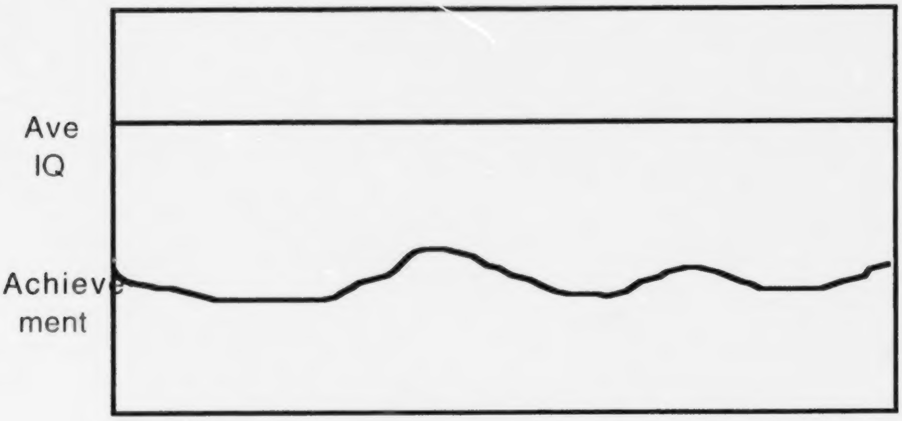


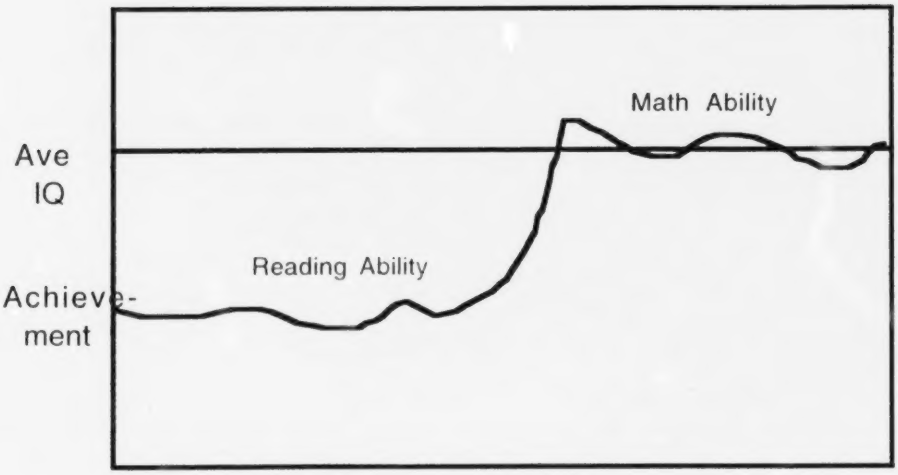
Low Functioning

In both cases, achievement is commersurate with ability.

B8

Graph of a Learning Disability





B9

LOOKING THROUGH YOUR STUDENTS' EYES

Al icew asp eginnindt obet verytir edof sitti ngpy
theda nk, anbof havin gnoth ingto onceo
doebob sis do: rtwice
shehap into theooo kher terwas reading, but
tures ns
it hapno bic orcon versatio init, "Anbwhat isthc
use ofa dook," thoughtAlice, "With oumbic turesor
tions?"
conversa

Soshewa ering inhero wnminp (aswellas shecculd,
sconsi'p rfee
forth shot daym ap she lver ysleed studip),
yanp
whethe rthe dleasur eof maki npa baisy-cha in woulp
deworth thetroudl eof bet tind ub anb pick ingthe baisies.
whensud penly awh iterappit with binkeyes ranclo seb/her.

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, "and what is the use of a book," thought Alice, "without pictures or conversations?"

So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a white rabbit with pink eyes ran close by her.

B10

Tutor Assessment Survey

Name____________________ **Date**__________________

1. Have you been a tutor for six months or longer?

Yes ________ No _______

If, Yes, have you been given an opportunity to attend a training workshop (in addition to the orientation training)?

Yes _______ No _______

2. Has the PAL Coordinator been available to answer questions or to meet for consultations with you when necessary?

Yes _________ No________

3. Has your student been making progress overall?

Yes _________ No ________

If, No, why do you think your student is not progressing as he/she should? ____

____

____

____

____

4. Self Assessment (Use opposite side)

a. What instructional methods have worked well for you?

b. In what areas do you need more information, instruction, and or resources in order to better assist your student?

5. Would you like to continue tutoring your present student?

Yes __________ No __________

Explain briefly______________________________________

____

____

____

B11

Changes or cancellations:

In the case of a schedule change,
You are responsible for contacting your student .
(24 hours advance if possible)

Keep your student's phone number with you !

Call your Tutor Coordinator:

- *When the student couldn't be reached and is already en route to the DCA.*
- *If you've lost contact with your student (phone disconnection, calls not returned, etc.)*
- *If the student is showing erratic attendance*
- *If you need new ideas or have any concerns !*

SNOW /SCHOOL CANCELLATIONS:

Listen to the radio for School Cancellations:
If the Centre County Vo-Tech is closed for the day,
then the DCA will be closed for both day and evening classes.

LATE BREAKING WEATHER:

If BAD Weather starts in the afternoon:
Call the DCA,
Watch C-Net,
or
Listen to the radio
for cancellation of evening sessions.

•We will try to contact all tutors who meet at the DCA
if night class is cancelled due to weather.

YOUR SNOW POLICY:

Discuss with your student a policy for bad weather.
If you're a snow chicken, let them know !
It's your right!

Developed by Barbara Strauss, Centre County DCA PAL Coordinator

B12

HELP! Reading Workshop

A. Introduction:

Goals: Through this workshop reading tutors will:

i. Increase their appreciation of the student's perspective of learning to read.
ii. Become familiar with 3 reading tests.
iii. Become familiar with HELP prescriptive section
iv. Find at least 2 exercises (book, activity, or computer game) to use for student's particular difficulty.
V. Improve confidence in carrying out the reading lesson plan.

B:Theory of Tutoring Reading

1. Equal partners
2. Learning is FUN
3. 5 Learning Styles

C. Assessing the learner:

What do they want, where are their skills, how can we help?

1. Interview
2. Testing
3. Diagnosis,
4. Prescription/Lesson Plan

1.**Interview:** : Builds trust, a relationship, an understanding of motivation

1. **Find out their reasons for improving their reading**

   -Set long and short term goals

   - Incorporate goals into lesson materials to give real meaning and use for the lesson.

Adults want results that they can apply to their lives now!

Interview Cont'd

2. **Use the student's strengths to help their reading!**

   -Find out what the student is good at!

   - What are their talents?

   - How do they like to play and relax?

The things people do well or as fun are keys to the type of learner they are and to their learning strengths .

2. Testing: To determine skill strengths and weaknesses:

i. Slosson

ii. DRIER

iii. ABLE

3. Diagnosis: Interpret results

4. Prescription: SEE the "**Reading Lesson Plan"** Packet

D. Reading Lesson Plan: 4 parts

1. The Language experience story: Using the stories of the student's life to make reading more meaningful.

2. Word work : Winging it a bit! Building on words used in the story. The words we use in everyday conversation are the most important words to know to how to read and spell.

3. Goal directed learning: HEART of the LESSON:
Goes back to the Interview. Use your student's goals as the 1° focus of your lesson.

4. **Materials and more**:
   a. Specific skill work- -use HELP for ideas

   b. Using resources that match your student's learning style.

(E) ***Time permitting*****. Reading comprehension exercise**:
i. Reading of "The TAGIN Machine "

F. Conclusion:

1. Workshop goal check
2. Share the learning journey with your student.

   Talk about goals and progress.

   Give them special rewards/recognition.

   Tell them about testing and lesson plans and learning styles

   Tell them when you don't know what to do next!

3. Reminder: Please write in your student's file each tutoring session
4. Thank you!

Subject Intensive Workshop:

- ☐ ***Work with other tutors in groups***

- ☐ ***Groups arranged according to subject:***
  - ***-Basic reading and ESL***
  - ***-Writing***
  - ***-Math***

- ☐ ***Focuses on tutoring techniques within the subject***

- ☐ ***Provides a variety of tutoring ideas for each subject***

- ☐ ***Allows for sharing experiences with peers and generating additional approaches.***

- ☐ ***Group troubleshoot tough tutoring topics !***

APPENDIX C

ED342173

A Learning Disabilities Digest for Literacy Providers

Learning Disabilities Association
of America

LDA

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Office of Educational Research and Improveme
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- What Are Learning Disabilities
- Characteristics of Adults with Learning Disabilities
- Assessment
- Learning Styles or Preferences
- Tips for Literacy Providers - Instructional Accommodations
- Resources
- References

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ABSTRACT

The purpose of this booklet is to provide literacy instructors and tutors with information on adults with learning disabilities and their needs within literacy programs. It defines learning disabilities and describes characteristics of adults with learning disabilities, emphasizing that, for tutors, the issue is how to determine whether the problems demonstrated by the student come from a lack of instruction or from identifiable learning disabilities. Types of assessment are discussed, including formal assessments, school records, informal assessments, and determination of learning strengths and needs. Learning styles or preferences are noted, along with their assessment. Tips on instructional accommodations are listed, including general techniques and techniques that capitalize on visual strengths, auditory strengths, and kinesthetic and tactile strengths. A list of resources, including print materials, videos, and organizations and agencies, is provided. Appendixes contain the Academic Assessment Instrument for Literacy Students and a list of common approaches to teaching reading in literacy programs. (7 references) (JDD)

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Introduction

The purpose of this booklet is to provide literacy instructors and tutors with pertinent and concise information on adults with learning disabilities and their needs within literacy programs. Thousands of literacy programs across the country, including Adult Basic Education/GED programs, workplace literacy programs, and the many other public or private efforts, are giving an estimated 17 to 65 million illiterate persons in this country new opportunities not only to learn but also to increase their earning potential and achieve their goals.

The relationship between reading difficulties and the high incidence of learning disabilities among participants in literacy programs has been recognized frequently in recent practice and research. Persons with learning disabilities appear in literacy programs at all levels of proficiency. Some are functionally literate, reading at the 8th grade level. Others have attained only basic skills, reading and writing at the 5th grade level. Still others can read and comprehend very little or not at all. Many individuals are identified as having learning disabilities as youngsters, some are identified as adults, but a

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significant percentage of individuals who have difficulty in learning never suspect their learning problems to be the result of a specific condition that can be identified and addressed. They may not understand that this condition is widely recognized and is shared by a variety of successful and notable people such as Greg Louganis, Nelson Rockefeller, Thomas Edison, Bruce Jenner, Cher, Tom Cruise, and Whoopie Goldberg.

Since 1976, Public Law 94-142 has supported the provision of appropriate individualized education programs in public schools at the elementary and secondary levels. Students who went through the educational system before 1976, however, may not have had the benefit of support programs in the schools. The lack of such programs have significantly impacted on the way those students view themselves and on their skill levels. Remediation, instruction on how to learn, training in learning strategy techniques, and the implementation of classroom modifications, along with support and encouragement from parents and teachers, have helped many students become more efficient and effective in the classroom and in other aspects of life.

Although a significant number of adults with learning disabilities go quietly about their lives, all will not necessarily be well. For students who either were not identified or for some reason did not receive appropriate intervention, struggles with academics, drugs, alcohol, the law, and staying in school all reflect poor self-esteem and can be precursors of a lifelong pattern of difficulties. We now know that children with learning disabilities become adults with learning disabilities. Because some of these individuals re-enter the educational system as adults, instructors, particularly in literacy programs, must recognize that these students' educational needs may require a variety of responsive techniques. For those individuals who did not learn adequate coping strategies and did not learn the necessary academic skills in their school years, literacy programs offer a viable opportunity to acquire what they missed. Remedial instruction, combined with modifications according to learning strengths and weaknessees, can enable persons with learning disabilities to see positive effects from their efforts in the workplace and at home.

What Are Learning Disabilities?

Although individuals with learning disabilities usually have average to above average intelligence and the potential for achieving in a wide variety of areas of adult life, they may be characterized as lazy, irresponsible and unmotivated. Generally the term "learning disabilities" refers to a broad spectrum of processing disorders that arise from inaccurate information received through the senses, an inability to remember or integrate information, or difficulty with oral, written, and nonverbal expression. The description used by the Learning Disabilities Association of America (1986) is as follows:

> "Specific learning disabilities is a chronic condition of presumed neurological origin which selectively interferes with the development, integration, and/or demonstration of verbal and/or nonverbal abilities. Specific learning disabilities exists as a distinct handicapping condition which varies in its manifestations and in degree of severity. Throughout life the condition can affect self-esteem, education, vocation, socialization, and/or daily living activities."

This description points out that learning disabilities are naturally part of the individual and not a set of behaviors that have been acquired. It also points out that no specific area will be affected in every individual; in other words, each individual with learning disabilities has a unique set of learning difficulties and those difficulties will always be present. Individuals, however, can learn to cope with those difficulties. As indicated, learning disabilities affect all aspects of life and can cause problems with self-esteem, interpersonal relationships, and independent living skills. As mentioned earlier, a learning disability is indicated by problems in taking in, storing, retrieving or expressing information. As research and experience have shown, learning disabilities are not related to mental retardation in any way. Rather, learning disabilities reflect a discrepancy between an individual's ability and performance levels and the assumption is usually that the individual has at least average intelligence. The measurement of ability and performance, either in formal testing or in the instructional setting, can be particularly frustrating in that results will most likely be inconsistent. That is, in one area, the student will demonstrate high to very high aptitude and achievement, while, in another area, results will indicate below average to very low performance.

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Characteristics (Indicators) of Adults with Learning Disabilities

Not all individuals who encounter problems learning to read have specific learning disabilities; however, various researchers (Travis, 1979) document that anywhere from 30% to 80% of those involved in literacy programs display characteristics typical of individuals with learning disabilities. **For tutors, the issue is how to determine whether the problems demonstrated by the student come from a lack of instruction or from identifiable learning disabilities.** In addition, tutors must consider how best to proceed to encourage development in literacy.

Since most instruction in literacy programs is one-on-one or in small group, literacy teachers have a good opportunity to observe behavior and to assess the effectiveness of the student's learning efforts. The first indicator that the problem may be more complex than a simple lack of instruction is the level of frustration felt by both the instructor and the student. When the instructor has used all of the resources readily available and has been creative in developing new approaches, yet the student still does not make good progress, it is fair to assume that the problem may involve the student's learning processes.

Some behaviors initially apparent to instructors of adults identified as learning disabled, and usually sustained over time, appear as listed below. It must be noted that not all incidents of these behaviors necessarily indicate a learning disability; neither will all the listed behaviors be apparent in any one individual.

Hyperactivity

- moves constantly/restless
- talks a lot, frequently with incomplete thoughts
- appears to be unable to relax
- displays poor motor coordination
- appears to be moody

Hypoactivity

- reacts slowly
- works slowly, sometimes sits and does nothing
- does not look people in the eye
- seems unemotional
- perseverates (stays with a task, even when finished)
- seems accepting of all situations

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Attention Problems

- daydreams
- seems confused
- has difficulty concentrating
- seems bored/uninterested
- fails to finish lessons/projects
- makes careless mistakes
- uses poor work habits/is disorganized
- is easily distracted by others, by noises, by any activity

Impulsivity

- acts without thinking and is unconcerned about consequences
- speaks at inappropriate times
- says one thing and means another
- does not work well independently
- does not stay with a task

General

- does not interpret correctly what others say
- is clumsy
- misunderstands social cues and nonverbal communication (stands too close to people during conversation, does not know when or how to end a conversation, etc.)
- exhibits memory problems
- displays poor decision-making skills
- displays poor fine motor skills (handwriting, needlework, for example)
- uses poor social skills (has difficulty relating to others)
- may confuse left/right, up/down, East/West, etc.

Note: Some of the above was adapted from "Was I Misdiagnosed? Thoughts for Mental Health Professionals" by Nonnie Star, CSW

Also in the behavioral area are issues related to time management. Many individuals with learning disabilities have difficulty with being late for work or appointments, procrastinating, and generally just not being aware of the passage of time. These problems can cause a variety of complications on the job as well as in educational settings.

Assessment

For the student to gain maximum benefit from literacy efforts and to give tutors more comprehensive information on how to work with each student, assessment for possible learning disabilities may be appropriate. Such assessment can provide full information about the student's school experience, learning and cognitive styles (how a person processes information), and academic strengths and needs.

Types of Assessment:
Assessment can take many forms. In working with adult literacy students, different types of assessment should be considered. Tutors and literacy directors will need to decide whether formal or informal assessments are appropriate. The student's academic and personal goals should be given careful consideration and purposes for assessment should be clarified before the process is undertaken. Some literacy students want to learn to read for personal satisfaction while others need the skills for career or educational advancement.

Formal Assessments

Formal assessments, administered by professionals, such as the Woodcock-Johnson Psychoeducational Battery-Revised and the Wechsler Adult Intelligence Scale-Revised, (WAIS-R) can provide information about cognitive styles and academic strengths and needs. Information gathered from these tests give the instructor a comprehensive view of how the student learns, which academic skills are strong, and which are weak. For example, information about slow visual-perceptual speed can indicate that the student will need extra time to perform reading tasks.

School Records

School records may be available to provide information and insight to facilitate current efforts. To obtain school records, a request must be in writing from the student. Special education folders may contain past psychological and educational evaluations in addition to Individualized Education Plans, while regular cumulative folders usually have information supplied by former teachers and results from routine standardized testing. These materials should be beneficial to the literacy program staff persons in developing appropriate instructional approaches.

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Informal Assessments

For some students a simple instrument such as the Academic Assessment Instrument for Literacy Students (see Appendix 1) may be helpful in providing anecdotal information (personal accounts) directly from the student. Observations also are part of an informal assessment. The literacy instructor's impressions of how a student works are valuable in designing appropriate instruction and in choosing materials to meet the student's needs.

Learning Strengths and Needs

In addition to school records, anecdotal information, observations, and formal psychoeducational evaluations, information about learning modalities can provide direction in choosing instructional techniques and materials. Teachers need to be cautious in selecting instructional methods to assure that those chosen reflect the student's strengths and needs and not the teacher's own preferences and strengths. The information gathered about how the student learns must be taken in its entirety to develop appropriate techniques. In addition to facilitating the current educational process, this may be helpful to the client in understanding past successes or failures in school. Teaching methods which fail to capitalize on students' strengths may also fail to be effective. For example, the use of a phonetic approach for reading instruction with a student who has difficulty with auditory learning and who does not comprehend sounds appropriately or in the correct sequence will prove frustrating to both the tutor and the student. Greater success might be achieved by using more multi-sensory methods such as language experience.

General Assessment Information

The objective of assessment is to find out how a person learns and how instruction can be tailored to meet individual needs. An assessment can also formally identify someone as having a learning disability. Information about formal assessment can be obtained from resources listed in the Resources section. Those include state Learning Disabilities Association offices, public school systems, state and local Vocational Rehabilitation offices, local colleges and universities, mental health centers, and private psychologists trained in learning disabilities. Some students will need formal assessments as part of their preparation process for General Education Development (GED) testing for a high school equivalency diploma. Documentation of an existing disability will allow the student to obtain testing accommodations such as extended time. Other students may ultimately be interested in attending a postsecondary institution and will need documentation to access services. Having learning disabilities documentation will entitle the student to support services and academic accommodations under Section 504 of the Rehabilitation Act, and to employment accommodations under the Americans with Disabilities Act (ADA) of 1990. Regardless of the final diagnosis, however, helpful information can be garnered from the assessment process.

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Learning Styles or Preferences

Individual preferences in various ways of learning have been recognized by educators in all types of educational settings. Just as in formal school situations students reflect diverse academic strengths, literacy students also reflect those same variations. Learning styles can be assessed by looking at cognitive factors (how things are perceived and dealt with), environmental factors (what the instructional area is like in terms of light, temperature, furnishings, etc.), affective factors (who is involved in the learning process and how the student feels about those involved), or by looking at a combination of all three. Assessment can be implemented with formal instruments available through test publishers or with informal, tutor-designed instruments and methods.

A less formal assessment may simply consist of asking a student how they would go about memorizing a long list of number or words. Those who prefer and work better with auditory learning will repeat the list to themselves or ask to have the list read to them, sometimes repeatedly. Those who find visual cues more helpful may study the list simply by looking at it and memorizing either the items or the pattern of the numbers or words. Others may want to copy the list, rearranging the items in some particular way that makes more sense to them.

Information gathered about learning styles actually has broader implications for tutors than for students since tutors can manage the learning environment to provide the best learning situation possible. Learning styles concepts and instruments such as the 4MAT System* (McCarthy, 1980) or the C.I.T.E.** (Wisconsin Vocational Studies Center) combine information from the cognitive, environmental, and/or affective areas to provide the specifics that the tutor can use in designing instruction that will meet the needs of the individual student. Student involvement in selecting relevant goals is strongly recommended. Students involved in setting their educational goals and knowledgeable about how they learn tend to stay in literacy programs long enough to achieve significant progress and tend to maintain more positive outlooks.

*Information about 4MAT is available from EXCEL, Inc. 200 W. Station Street, Barrington, IL 60010

**Information about the C.I.T.E. is available in the Wisconsin Vocational Studies Center publication listed in the references.

ABLE

Tips for Literacy Providers - Instructional Accommodations

Using all available information, literacy tutors can experiment with a variety of techniques, modifications, and accommodations for each student that capitalize on identified strengths and compensate for weaknesses. Although the following ideas have proven helpful for some students, they may not succeed with a particular student. Realistic, short term goals can keep the student involved and motivated. As the student reaches each goal, positive reinforcement is particularly important. Tutors are urged to be creative and to explore their own ideas in developing instruction for their students.

GENERAL TECHNIQUES

- present information in small manageable steps
- structure activities
- provide frequent feedback
- prepare handouts in typewritten form

- teach new materials in concrete ways (give examples)
- teach organizational skills such as color coding and filing
- relate new material to student's everyday life

- discuss and study new vocabulary words before they appear in the instructional material
- experiment with the use of large print

- use graph paper to help with letter spacing in writing
- provide outlines for lessons on new material
- prepare students for changes in routines
- teach students to proofread for each other

- rephrase questions both during discussions and on exams
- make frequent eye contact

- set up instructional space away from distractions (away from the door, windows, or heating/air conditioning units)
- encourage student questions

- restate information on test questions in a variety of ways

- use a sheet of colored transparency material to change the contrast between ink and paper on duplicated materials

TO CAPITALIZE ON AUDITORY STRENGTHS

- use Books on Tape from Recordings for the Blind and/or Talking Books from state libraries for the blind (see resource list)
- encourage students to read along with taped texts
- use interactive activities during class time
- use oral testing
- use oral as well as written directions
- let students read together aloud
- ask students to repeat directions orally .

- have students read aloud or subvocalize (form the words without saying them out loud)
- speak in even, measured tones
- use music and rhythms to reinforce learning

- encourage students to read first drafts of written work aloud

- encourage students to tape write first drafts and/or tape test answers

TO CAPITALIZE ON KINESTHETIC (relating to movement) AND TACTILE (relating to touch) STRENGTHS

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- teach and encourage the use of mnemonics (devices for memorizing information)
- be well prepared for each session
- use untimed tests
- use multiple choice tests

TO CAPITALIZE ON VISUAL STRENGTHS

- use graphics to reinforce learning
- in math, encourage the use of a number line
- use color coding
- write directions for assignments

- use a "highlighter" to call attention to key words or phrases, especially during testing

- teach the use of alternative notetaking systems such as outlining, graphing, flow charting and diagraming
- form a mental picture of words or facts to be memorized

- use hands-on activities
- use simulation and board games
- pair students to work together on assignments
- allow for frequent breaks from studying
- change activities frequently
- touch students on the arm or shoulder to re-focus attention
- trace letters and words to learn spelling
- use the computer (i.e. word processing spell checks)

- memorize or drill for rote learning while walking or exercising

- provide opportunities for touching and handling instructional materials (manipulatives)
- use a calculator or abacus in math

- use index cards rather than notebooks for notetaking

Note. These listings are adapted in part from Scheiber, B. & Talpers, J. (1987) Unlocking potential and from U. S. Department of Education. (April, 1990). Instructional Strategies for Adults with Learning Disabilities.

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Resources

Materials and Publications:

Books:

Doehring, D. G., Trites, R. L., Pate, P.G., & Fiedorawicz, C. (1981). Reading disabilities The interaction of reading, language, and neuropsychological deficits. Don Mills Ontario: Academic Press Canada, Ltd. (address: 55 Barber Greene Road, Don Mills, Ontario M3C 2A1)

Johnson, D. J. & Blalock, J. W. (1987). Adults with learning disabilities. Clinical studies. Orlando FL: Grune & Stratton. (zip code 32887)

Richek, M. A., List, L. K., & Lerner, J. W. (1989). Reading problems: Assessment & teaching strategies (2nd Edition) Englewood Cliffs NJ: Prentice-Hall, Inc. (zip code 07632)

Ross-Gordon J. (1989). Adults with learning disabilities: An overview for the adult educator. Columbus OH: ERIC Clearinghouse on Adult Career and Vocational Education.

Booklets:

"Another Chance: The Comprehensive Learning Program for Adults with Learning Disabilities"
Fordham University Lincoln Center
Room 1004
New York, NY 10023
(212) 841-5579

"Bringing Literacy Within Reach: A Guide for Identifying and Teaching Adults With Learning Disabilities
Learning Disabilities Association of Canada
323 Chapel Street, Suite 200
Ottawa, Ontario KIN 7Z2
(613) 238-5721
(in press, available fall of 1991)

"LD, Not Just a Problem Children Outgrow"
President's Committee on the Employment
of People with Disabilities"
1111 20th Street NW, Suite 607
Washington, DC 20036

"Literacy and Learning Disabilities: A Handbook for Literacy Workers"
by June W. Karassik

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* from the original document. *
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Learning Disabilities Association of Canada
323 Chapel Street, Suite 200
Ottawa, Ontario KIN 722
(613) 238-5721

"Steps to Independence for People with Learning Disabilities"
Closer Look
Parents' Campaign for Handicapped Children and Youth
Box 1492
Washington, DC 20013

"The College Student with a Learning Disability" by Susan Vogel
Learning Disability Association of America
4156 Library Road
Pittsburgh, PA 15234-1390
(412) 341-1515
(412) 341-8077

"Adults with Learning Disabilities: An Overview for the Adult
Educator" by Jovits M. Ross-Gordon
ERIC Clearing House on Adult, Career & Vocational Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1090

Newsletters:

The Institute for the Study of Adult Literacy
The Pennsylvania State University
204 Calder Way, Suite 209
University Park, PA 16801
(814) 863-3777

(Copies of a final report entitled "Learning and Coping Strategies Used by Learning Disabled Students Participating in Adult Basic Education and Literacy Program" are also available from Penn State for about $8.00)

National Network of Learning Disabled Adults (NNLDA)
808 N. 82nd Street, Suite F2
Scottsdale, AZ 85257
(602) 941-5112

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Videos:

I'm Not Stupid"
Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234-1390
(412) 341-1515

Multi-media training package on learning disabilities
(Includes 5 videos with coordinated written materials, as well as information to assist trainers in planning workshops based on the video presentations.)
National Center for Learning Disabilities
99 Park Avenue
New York, N.Y. 10016
(212) 687-7211

Teaching Adults with Learning Disabilities Series
"Identifying the Characteristics"
"Instructional Strategies"
State of New York Department of Education
Albany, N.Y. 12234

Organizations and Agencies:

ABE and Literacy Resource Center
Virginia Commonwealth University
1015 West Main Street Box 2020
Richmond, VA 23284-2020

Association on Handicapped Student Service Programs in Postsecondary Education
Box 21192
Columbus, OH 43221
(614) 488-4972
Dr. Jane Jarrow, Executive Director

Barbara Bush Foundation for Family Literacy
1002 Wisconsin Avenue, NW
Washington, DC 20007
(202) 338-2006
Benita Somerfield, Executive Director

Comprehensive Learning Program
(Literacy Program for Adults with Learning Disabilities)
School Consultation Center
Fordham University

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Lincoln Center
Room 1004
New York, NY 10023
(212) 841-5579
Dr. Rosa Hagin, Project Director

ERIC/NCLE (National Clearinghouse on Literacy Education)
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
(202) 429-9292/9551)

GED Testing Service (Special Testing)
One Dupont Circle, NW
Suite 20
Washington DC 20036
(202) 939-9490

HEATH Resource Center
One Dupont Circle
Suite 670
Washington DC 20036-1193
1-800-54-HEATH (in Washington area 202-939-9320)
Rhona Hartman, Director

Interagency Committee on Handicapped Employees
Equal Employment Opportunity Commission
2401 E Street, NW
Washington, DC 20507

Learning Disabilities Association of America
4156 Library Road
Pittsburgh PA 15234
(412) 341-1515
Jean Petersen, Executive Director

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National Center for Learning Disabilities
(formerly the Foundation for Children with Learning Disabilities)
99 Park Avenue
New York, NY 10016
(212) 687-7211

National Library Service for the Blind and Physically Handicapped
(for referral to state libraries)
1291 Taylor Street NW
Washington DC 20542
(202) 707-5100

National Information Center for Children and Youth with Handicaps
P.O. Box 1492
Washington, DC 20013

National Network of Learning Disabled Adults
808 West 82nd Street, Suite F-2
Scottsdale AZ 85257
(602) 941-5112

Orton Dyslexia Society, Inc.
724 York Road
Towson MD 21204
(301) 296-0232

President's Committee on Employment of People with Disabilities
1111 20th Street, NW
Suite 608
Washington DC 20036
(202) 653-5010

Project on Adult Literacy
Suite 415
440 First Street, NW
Washington, DC 20001
(202) 783-7058

Project PLUS, Project Literacy USA
4802 Fifth Avenue
Pittsburgh, PA 15213
(412) 622-1491
Ricki Wertz, National Outreach Director

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Recordings for the Blind
20 Roszel Road
Princeton NJ 08540
(609) 452-0606 or (800) 221-4792/3
Attn: Pam Wilkison

(For taped textbooks from fifth grade reading level through college)

U. S. Department of Education
Division of Adult Education and Literacy
Attn: William Langner
Room 4416
Switzer Building
7 D Street, SW
Washington DC 20202
(202) 732-2410

Toll-Free Numbers

Center for Special Education Technology Information Exchange	800-354-8324
Job Accommodation Network	800-526-7234
Orton Dyslexia Society	800-222-3123
Literacy Hotline Contact Center	800-228-8813

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APPENDIX D

Bibliography

Books and Published Resource Materials

Draves, William A. *How to Teach Adults.* Manhattan, Kansas: The Learning Resource Network, 1984.

Ross-Gordon. J. M. *Adults with Learning Disabilities: An Overview for the Adult Educator.* Eric Clearinghouse on Adult, Career, and Vocational Education, 1989.

Shelton, Leslie, Joan Sheldon Conan, and Holly Fulghum-Nutters. *Honoring Diversity: A Multidimensional Learning Model for Adults.* Sacramento: California State Library Foundation, 1992.

Stewart, Arlene C. and Pat Lillie. *A Learning Disabilities Digest for Literacy Providers.* Learning Disabilities Association of America, 1991.

Warner, C. *Understanding Your Learning Disability.* Newark, Ohio: The Ohio State University at Newark, 1988.

Special Demonstration Projects

Reading Skills Assessment Prescription Package or Help! What does an ABE-GED teacher/tutor do with an adult beginning reader? Special Demonstration 310 Project: 98-6027. CIU 10 Development Center for Adults. Mary Catherine Spence.

Volunteer Learning Project. Special Demonstration Project: 99-4009. CIU 10 Development Center for Adults. Edith A. Gordon. 1983-84.

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